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ABSTRACT

This document reproduces the results of many inquiries concerning teacher education reform that have been undertaken in Europe since 1970. Throughout these essays, a number of common themes appear, such as the need for intensified in-service training, the unification of the teaching profession, training for all teachers at degree level, the establishment of teacher centers, greater emphasis on educational sciences and preservice induction, and the exploration of new teaching forms. (Some articles in French and German are not translated.) (JB)

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SYMPOSIUM ON RESEARCH AND REFORM IN TEACHER EDUCATION

SYMPOSIUM SUR LA RECHERCHE ET LA REFORME CONCERNANT
LA FORMATION DES ENSEIGNANTS

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EDUCATION & WELFARE
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INTRODUCTION

The purpose of this section of the documentary material is to reproduce within a single cover the results of some of the many enquiries that have been undertaken since 1970 in European countries concerning the reform of teacher education.

There has been insufficient space to include the proposals for reforms that have been made in other countries, and which in some cases await a general renovation of the education system.

Whereas the content of teacher training courses can be constantly modified, within the college or university, according to the results of experience or research, it is their length, the final qualification, the purposes, the principal ingredients and the standard of the education of teachers which have been examined in recent years by specially appointed governmental commissions. The implementation of their recommendations would amount not merely to modifications, but to large-scale organisational reforms. The extent and effectiveness of these reforms will be subjected over the next few years to the test of reality. The results of this process, simultaneous in many countries, will merit close attention throughout Europe.

The diversity of educational systems, not only between countries but within countries, is a commonplace in European education. These conditions are responsible not only for difficulties in comparison and interchange, but also for a proliferation of ideas and a constant ferment of reforms and experiments. In the case of the reports on which we have drawn, different educational systems, different existing training conditions, different national pre-occupations, and indeed different terms of reference have resulted in reports far from similar and reforms by no means unanimously called for.

However, certain central ideas have found support in more than one country's report. Although the reader will note many more, we will make preliminary mention of the need for intensified in-service training, the unification of the teaching profession, training for all teachers at degree level, the establishment of teachers' centres, greater emphasis on educational sciences and pre-service induction, and the exploration of the new forms of teaching and of training which must accompany the actual and imminent changes in the role of the schools and their teachers. The Documentation Centre feels that these common ideas, as much as the more multifarious suggestions of these reports, are worthy of concerted attention.

Strasbourg, February 1973 — Documentation Centre for Education in Europe

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Le but de la documentation qui suit est de présenter les résultats de quelques-unes des nombreuses enquêtes effectuées depuis 1970 dans les pays d'Europe sur la réforme de la formation des enseignants. En raison du manque de place, il n'a pas été possible d'inclure ici toutes les réformes proposées dans d'autres pays et qui dans certains cas attendent une rénovation générale de leur système éducatif.

Le contenu des cours pour enseignants pouvant être modifié au fur et à mesure des résultats de la recherche ou de l'expérience, les commissions gouvernementales convoquées ces dernières années ont concentré leurs efforts sur la durée des études, les diplômes, les objectifs pédagogiques, les principaux éléments et le niveau de l'éducation des enseignants. La mise en application des recommandations de ces commissions implique, non pas de simples modifications mais des réformes structurelles à grande échelle. L'ampleur et la valeur de ces réformes seront soumises dans les années à venir au jugement de la réalité. Les résultats de ce procès, simultané dans plusieurs pays, mériteront une attention scrupuleuse.

La diversité des systèmes éducatifs entre les différents pays, aussi bien qu'à l'intérieur de certains d'entre-eux, est pour les éducateurs européens une Lapalissade. Ces conditions sont responsables non seulement des difficultés bien connues de comparaison et d'échanges, mais aussi d'une prolifération

d'idées et d'un perpétuel ferment de réformes et d'expériences. En ce qui concerne les rapports utilisés ici, on peut constater que les systèmes éducatifs, les conditions actuelles de la formation, les préoccupations nationales et, bien sûr les points de référence, partout différents, ont mené à des conclusions peu identiques et à des réformes qui ne soulèvent guère l'unanimité.

Néanmoins, certaines idées centrales ont trouvé des échos favorables dans plusieurs rapports. Le lecteur en notera bien d'autres. Nous signalerons en premier lieu l'appel à une intensification de la formation continue, l'unification de la profession enseignante, la formation de niveau universitaire pour tous les enseignants, l'établissement de centres pédagogiques (teachers' centres), l'importance accrue des sciences pédagogiques et de l'initiation à la pratique en cours de formation, et l'exploration de nouvelles formes d'enseignement et de formation qui doivent accompagner les transformations, non seulement imminentes, mais aussi actuelles, que vont subir le rôle de l'école et celui du professeur.

Le Centre de Documentation a estimé que ces idées centrales, ainsi que les suggestions plus divergentes qui se trouvent dans ces rapports, méritent une attention soutenue.

Strasbourg, février 1973

Centre de Documentation pour l'éducation en Europe

FINLAND - REFORM OF TEACHER EDUCATION ACT (1971)

"The new teacher education system in Finland", by MATTI KOSKENNIEMI, International Review of Education XVIII/1972/2

The Finnish system for teacher education had until the advent of comprehensive education in 1970 been organised along traditional lines: each type of school (kindergarten, primary, secondary, vocational, etc.) had its own training institutions with very different structures. Each teaching level therefore formed a closed profession and, moreover, movement from one level to another was very difficult, because it involved rather extended supplementary studies. Another characteristic of the Finnish teacher education system was that certification requirements, until recently, varied considerably. Training schools for primary school teachers, for example, were of three kinds: 6-year schools based on 8-year compulsory education, 4-year schools based on the completed junior secondary school course (lower level of secondary education leading to higher, non-university studies), and 2-year schools for those who had graduated from the secondary school on taking the matriculation examination. After 1973, this heterogeneity will no longer exist, and the matriculation examination will be required of all students training for primary school teaching.

The most marked distinction existed between the education of secondary school teachers (for academic subjects, and partly for some practical subjects) on the one hand, and that of the remaining categories of teachers on the other. Applicants for secondary school teacher training were required to take an academic degree (the equivalent of a B.A. or M.A.) at a university before entering the training institute, which was a "normal school" where student teachers were obliged to undertake two terms of practice teaching. In training institutions for other levels of teaching staff, the teacher training programme was combined with studies in the subject matter to be taught.

While the new comprehensive school was being planned, the Ministry of Education set up a committee to prepare a new system of teacher education attuned to the reform. It was scheduled that the first blueprints for the total reform of teacher education should be available when Parliament was to decide on the reform of the school system. The report of the Committee for the Planning of Teacher Training was completed in April 1967, and thus Parliament, when enacting the Comprehensive School Act in 1968, was also able to review the consequences of this decision for teacher education.

A characteristic feature of teacher training in Finland - said the Committee - had been a lack of uniformity, partly due to variations in school administration and partly to the diversity in the training of various groups of teachers. In the opinion of the Committee, the greatest inadequacy lay in the fact that subject study and training in didactic methods had been insufficiently connected. The teachers had also had inadequate opportunities for further training, in-service and re-introductory courses.

The Committee was of the opinion that, no matter what the subject taught or at what level, the main aim of the teacher was to guide and support the developing young person, and to create for him satisfactory learning conditions. In defining the aims of teacher training, it was necessary to take into account the changes which had taken place in the teacher's function and the organisational changes brought about by the school reform. The teacher should have received a good general education. He must also have adequate knowledge of the psychology of human development, be familiar with the social background and attitudes of his pupils, and be able to co-ordinate the various kinds of teaching, instruction and guidance given by the other members of the school staff.

The new Comprehensive Schools Act, in favour of which a decision of principle was made in 1963, came into force on August 1st, 1970. The 9-year basic school model will be introduced in stages during the next 10-15 years.

Teachers in the new nine-year comprehensive (basic) school (peruskoulo) will be divided into class teachers and subject teachers, but their functions will not be demarcated so rigidly as before. The transition of the pupils from the lower to the upper level of the basic school will be made easier if all teaching in the first three years is given by the class teachers, with the possible exception of the teaching of the first foreign language. Even at the intermediate level (years 4-6) most of the teaching will be given by the general teachers, who can nevertheless concentrate on the teaching of a limited number of subjects. Instruction at the highest level (years 7-9) will be given by the specialist subject teachers, one of whom - the teacher responsible for the class - is to have a relatively large share of the lessons.

The 1967 Committee was of the opinion that, to give uniformity to the training of basic school teachers, the training of all teachers should be at the same academic level. It follows that they should also receive a uniform salary. Both class and subject teachers should be trained in the same institutes, or at least in institutes of similar level. In spite of the similarity in the academic standard of the courses taken by the various teachers, the content and even the kind of training would depend on the teachers' special functions and might therefore vary.

Raising the standards of the schools presupposes that the standards of teacher training should also be raised. Persons accepted for training ought to fulfil the same requirements as are imposed by a university (matriculation from a senior secondary school or its equivalent). All basic school teachers - including future teachers at the lower level of this school - should take a lower academic degree (such as a B.A., B.Sc., B.Ed., or equivalent), requiring a minimum of three years study, followed by one year of educational training. The problem of co-ordinating the various and, of necessity, somewhat unrelated studies required of a general class teacher as part of the first degree course has not been satisfactorily solved.

The Committee further sought methods to assess the potential teaching competence of candidates. Those having traits of personality undesirable in a teacher ought to be excluded. If, in the course of the training, the student himself or his teachers become aware of his unsuitability as a teacher, it would be desirable to advise the student toward an alternative career.

Those training to become class teachers should study certain general subjects in addition to taking a basic course in the teacher-training institute. In addition, they should specialise by taking a more comprehensive course in a few subjects. Provided these courses are incorporated in the academic degree, the students should generally have education as their main subject and take an "Approbatur" (the lowest level of academic examination) in two or three of the subjects they hope to teach. The training of the specialist subject teachers, on the other hand, would include general studies as well as studies at the "Cum Laude" (intermediate) level in at least two subjects. Specialist subject teachers could therefore effectively teach at least two subjects at the highest level in the basic school. In addition, they would have to take an examination in education. To increase the scope and effectiveness of teacher training, the Committee recommended that ordinary schools be used for on-the-job training in addition to those schools (the so-called "normal schools") already being used for teaching practice.

The Committee also prepared suggestions about the organisation of teacher training and recommended that all prospective teachers be trained in academic subjects partly at a university or similar institution, whereas the training in actual teaching would be imparted in separate institutes, the colleges of education. Both kinds of training could synchronise if the two institutions were in the same district, but they could be consecutive if the distance between the institutes prevented simultaneous training. According to the Committee's plans, the main centres for teacher training would be Helsinki, Jyväskylä, Oulu, Tampere, Turku (two universities) and Joensuu.

The report finally included suggestions for the further training and re-training of teachers, with a discussion of the ways in which practising teachers could reach the same levels of competence as those receiving the new kind of training. All teachers in the present junior secondary schools (the first five

years of this school), civic schools (the two, sometimes three, highest forms of the present primary school), and the present primary school proper (six years), should take a short course in basic school teaching. The course would be designed to familiarise the teachers with the aims, structure, and, above all, methods of the new basic (comprehensive) school. In addition, special introductory courses should be planned for the different categories of teachers.

As Finland began to go comprehensive in 1970, the planning of an appropriate system of teacher education was carried out by several committees. A report of the Committee for Teacher Education for the Basic School had been published in 1969 and reports of special committees for detailed planning of departments of teacher education at the University of Helsinki and the (private) Universities of Tampere and Turku followed. All these reports are based on a 1968 recommendation of the Finnish School Council, an advisory body connected with the Ministry of Education. In this proposal the following long-term aims for developing the system of future teacher education are established.

General Principles

(1) All persons to become teachers within the basic school should receive an education at a uniform level which will comprise at least three years - consisting of 40 weeks each - of studies following the entrance examination for university, and leading to an academic qualification. The total length of studies should ideally be four years. After having received this education, teachers, irrespective of the function or level for which they are being trained, should have the opportunity to continue their education within the same area, change to some other area of teaching or move over completely to academic studies.

The Council argued that the efficiency of the schools will be guaranteed through a higher standard of teacher education, especially for lower level teachers, that a flexible and economic use of teaching staff will be made possible if teachers are able to move into other functions within the basic school, or even outside it, without difficulty, and that every teacher must have the opportunity to increase his or her competence without having to leave the school level he or she is working at.

(2) The training system should be connected with the network of universities so that a regional training unit consists of a university and a department or college of education. Only under special circumstances ought this unit to consist of separate teacher training colleges. As the Council argued, point 1 above implies that all future basic school teachers should have access to academic studies, since this is far more economic and efficient than founding separate chairs in the colleges of education. Also, reform plans along the above-mentioned lines are already being prepared by most university bodies, and, according to UNESCO, such trends are clearly discernible throughout the world.

(3) Kindergarten teachers should be trained together with basic school teachers, thus attaining the same level of training.

(4) The education of teachers for the various types of school which follow the basic school (senior secondary schools, vocational schools, etc.) should be closely co-ordinated with the regional units for basic school teacher education.

Organisation of basic school teacher education

(5) Teacher education is to be centralized in seven regional training units, each consisting of a university with one or several teacher education departments or colleges of education, of which some can be situated outside the university area. One of these units, with the whole country as its area, should be for teacher education for Swedish-language schools attended by the Swedish-speaking minority of just over 7%.

(6) Undergraduates who have been selected for teacher training matriculate at the same time at the university and at the teacher education department or college. After their studies in both, they would receive the equivalent of a B.A., B.Sc. or B.Ed. degree and, if they have been found to be suitable for the teaching profession, the teacher's diploma. They may also choose to continue their academic studies in preference to teaching.

The department for teacher education should, according to the plans prepared by the Special Committee for Teacher Education at the University of Helsinki, Finland's largest university, be organised as follows. The department should consist of two institutes: the Institute for Teacher Education and the Institute of Education, the latter being responsible for studies in education. The former should be divided into three sections: the general section, the section for physical education, and the (model) section for teaching handicrafts and home economics. Experimental schools and practice teaching schemes for students should also be run by the department; ordinary schools in the city school system and its vicinity should also be utilised for training teachers.

The general section should be responsible for the training of teachers both for the lower and higher stages of the basic school; candidates for teaching posts in the latter should major in other university departments (e.g., those of mathematics, history, modern languages, etc.) and lower stage teachers should also pursue complementary studies there.

The teacher education department should co-operate with some teacher training institutes (e.g., those for art and music), which cannot immediately be incorporated within the university, so that educational training can be completed there. The organisation of the department incorporates facilities for all kinds of teacher training, including kindergarten, vocational and technical teachers and also arranges for the in-service training of teachers.

The minimum study time for a bachelor's certificate and teacher's diploma is four academic years, irrespective of the stage or function of the basic school being prepared for.

In November 1971, the Finnish Parliament passed an act for the reform of teacher education which will come into force on the 1st August 1973. The law is essentially based on the recommendations cited in the previous sections of this article. It will be implemented gradually, culminating in the opening of departments of teacher education in the seven universities of Finland between 1973-75. Henceforth, all teacher education will be centred in these departments as follows:

According to the new law, teacher education, by which is understood both basic and in-service and further training, comprises the training of basic school (nine-year comprehensive) and academic senior secondary teachers. The training of personnel working in school administration and of specialists in guidance and counselling can also be arranged in the departments of teacher education. The departments of teacher education, as well as the schools which already exist for training and research, are under the administrative control of the universities.

Although the law in the form it was enacted only concerns teachers in compulsory schooling and in academically oriented senior secondary schools, it is evident from its underlying principles that in the future the intention is to connect the teacher education of pre-school teachers as well as those in vocational and adult education with the university-based teacher training system.

FRANCE - RAPPORT DE LA COMMISSION JOXE : LES ENSEIGNANTS DU SECOND DEGRE

"la fonction enseignante dans le second degré", rapport de la commission d'études sur la fonction enseignante dans le second degré, publié par la Documentation Française.

Introduction

La rentrée scolaire de 1971 en France a été troublée par une série de grèves d'enseignants. Ceci a amené le Ministre de l'Education nationale de l'époque, M. GUICHARD, à créer une commission dite "des sages", et chargée de mener une étude sur la fonction enseignante dans le second degré. Ses termes de mission étaient de fournir les réponses aux questions suivantes qui lui ont été posées par le Ministre.

- "Quelles sont les caractéristiques actuelles de la situation des enseignants, face à leurs élèves, à l'administration, à la société et à eux-mêmes ? Quelles sont les causes (et leur importance relative) du malaise que l'on peut discerner dans le corps enseignant ?

- Comment faut-il définir la fonction enseignante -c'est-à-dire la condition des enseignants, leur rôle dans le processus d'éducation et de formation, leurs moyens d'en exercer la responsabilité - pour que les élèves aient en face d'eux des maîtres en mesure de répondre à leurs besoins objectifs et subjectifs ? Comment faire en sorte que ce "service des enfants" soit assuré par les maîtres dans le respect des exigences d'un service public ? Qu'il soit assuré en liaison avec tous ceux qui participent à la tâche d'éducation et de formation, et, d'une façon générale, en harmonie avec la société ? Qu'il soit assuré enfin dans des conditions qui apportent aux maîtres les satisfactions personnelles qu'ils sont en droit d'attendre de leur métier ?

- Quelles recommandations peuvent être faites pour passer de la situation actuelle à celle qui aura été ainsi définie ?"

Les réponses de la commission, avancées de façon "collective et unanime" dans les 146 pages de son rapport, se trouvent divisées en trois parties correspondant à ces trois questions : le diagnostic, les orientations et les recommandations.

DIAGNOSTIC

- En 1972 il y avait 235.000 enseignants dans le second degré, ce qui représente un accroissement de 168.000 dans les treize ans depuis 1959.

- Il n'y a parmi ce nombre que 10.000 agrégés environ, ce qui représente 4 % du total. En revanche presque 18 % (35.000) sont des maîtres auxiliaires qui n'ont reçu aucune formation pédagogique.

- Dans les collèges d'enseignement secondaire, enseignent, côte à côte, des professeurs certifiés, des professeurs d'enseignement général de collèges, des chargés d'enseignement, des adjoints d'enseignement, des maîtres de classes de transition et pratique, des maîtres auxiliaires et rectoraux. Chacune de ces catégories a un mode de recrutement, une formation, un traitement et des obligations de service différents.

- Le nombre d'élèves par classe, pour la moyenne nationale, est de 19 dans le premier cycle, et de 17 dans les lycées ...

"Le 'malaise' actuel n'est pas un trouble éphémère ou passager qui aurait chance de se dissiper de lui-même, ou qui relèverait de remèdes mineurs. C'est le début d'une mutation profonde qui mettra en question, personnellement, aussi bien les enseignants que les administrateurs dans la conception qu'ils se font de leur rôle et qui aboutira indissociablement à la mise en place d'un style pédagogique nouveau aussi bien que de nouveaux comportements administratifs. La commission tient à le souligner avec force : il s'agit d'un phénomène de civilisation, inéluctable, et qui s'étendra sur des lustres, voire des décennies.

A cette première conclusion, qui affirme l'ampleur et le caractère global des difficultés présentes, se joint un diagnostic plus précis. Ebranlée par de multiples facteurs, c'est la relation pédagogique la plus intime, le rapport du maître aux élèves, qui a subi le changement le plus décisif et qui est en passe de connaître la mutation la plus délicate.

L'institution, mise elle aussi en demeure d'évoluer sans s'être donnée des structures évolutives, répond au même moment aux sollicitations de la société par des mesures partielles, qui ne cessent d'affaiblir la cohérence interne du système éducatif et accroissent les difficultés des enseignants. N'ayant pas reconnu la nécessité d'une transformation du style pédagogique, l'institution ne fait rien pour l'accompagner : par là, elle entretient la confusion et provoque sans le vouloir des comportements maladroits ou excessifs dans la recherche même d'une nouvelle façon de se comporter avec les élèves d'aujourd'hui. Ces erreurs renforcent l'administration dans sa prudence et l'incitent à se méfier des nouveautés pédagogiques : il y a là un cercle inexorable qui enferme les enseignants dans une situation sans issue.

En fait, la liaison entre la crise de l'acte pédagogique et l'inadaptation de l'institution, c'est-à-dire entre ce qu'il y a de plus intime dans l'enseignement et ce qu'il y a de plus administratif, se noue plus profondément encore. L'institution, telle que nous la voyons aujourd'hui, avec le cloisonnement des spécialités, l'initiative limitée des établissements, l'absence de concertation instituée entre les maîtres, l'individualisme prédominant et l'isolement qui en résulte pour les enseignants, cette institution était parfaitement adaptée à la conception traditionnelle du métier d'enseignant : transmission par un maître prestigieux d'une culture incontestée à des élèves qui reconnaissaient cette culture comme valable et le maître comme son dispensateur.

L'isolement des enseignants par rapport à leurs collègues, leur dépendance très grande par rapport aux programmes qui définissaient la culture à répandre, mais très faible par rapport au chef d'établissement qui n'avait pas qualité pour la définir, autant de caractères indissociables d'une conception de l'acte pédagogique comme sacerdoce culturel. Que l'évolution sociale oblige à renoncer à cette conception et à lui substituer celle, plus humble et plus opératoire, d'une réponse aux besoins des élèves - leurs besoins intellectuels autant que leurs attentes personnelles - et du même coup l'institution se trouve mise en demeure de se transformer de façon radicale. (...)

La commission pense qu'il faut changer le rapport éducatif, mais qu'on n'y parviendra pas sans changer l'institution scolaire. L'éducation nationale entre, à coup sûr, dans des années difficiles, où les anciens modèles seront contestés sans être totalement abandonnés et où les nouveaux ne se laisseront pas définir sans débats, et peut-être même sans crises plus violentes. La façon la moins mauvaise de traverser ces années difficiles n'est pas de pratiquer la politique de l'autruche ou d'entreprendre l'impossible restauration d'un idéal pédagogique inadapté à l'état des élèves autant qu'à celui de l'environnement social et culturel.

Or on peut craindre que l'administration, parce qu'elle n'est pas directement soumise aux pressions des élèves et de l'environnement, ne s'efforce de maintenir des habitudes et des structures qui ont eu leur légitimité et leur efficacité mais dont le maintien, précisément, serait le refus des mutations pédagogiques nécessaires. On courrait ainsi à l'aggravation du malaise et à l'échec de l'entreprise d'éducation.

Bien préférable nous paraît être une politique qui viserait à faciliter l'apparition et le développement d'un nouveau style pédagogique. Mais l'analyse qui vient d'être faite nous oblige à souligner qu'une telle politique ne consiste pas seulement en la création d'une structure, quelle qu'elle soit, chargée de cette mission, le reste de l'administration subsistant en l'état actuel. L'administration ne pourra mener une

politique d'aide au changement qu'au prix de révisions déchirantes qui risquent de concerner l'ensemble de ses structures et de ses méthodes, et non seulement un secteur limité. Précisément parce que le malaise des enseignants est un élément d'une crise globale, sa solution n'est pas l'affaire des enseignants seuls ni d'une direction du personnel : elle passe par une réforme plus globale. Liées au niveau de l'analyse, la relation pédagogique et la structure institutionnelle doivent l'être aussi au niveau du projet et des recommandations. " (Résumé de la conclusion de la partie 'Diagnostic').

LES DIX PRINCIPES

En partant de ses réflexions sur "les orientations", la commission a pu dégager dix principes qui devraient servir de base pour "une politique d'évolution vers une nouvelle conception de la fonction enseignante", et donc pour les dix-huit recommandations qui suivent. En voici le résumé.

1. L'établissement, cellule de base. C'est au niveau de l'établissement que l'avenir se joue. Cela implique toute une série de mesures pour replacer au niveau de l'établissement les responsabilités éducatives.

2. Une vraie décentralisation. On ne peut valoriser l'établissement sans redistribuer les compétences et les attributions dans tout l'ensemble administratif de l'éducation nationale. Il faut en particulier que l'administration centrale se réserve pour la politique générale et se décharge de la plus grande part des tâches de gestion.

3. Une organisation scolaire centrée sur les élèves et ouverte sur la vie. C'est le principe majeur : il implique un nouveau style de relations entre les élèves et les maîtres, ainsi que l'ouverture de l'école aux jeunes gens dont la scolarité est achevée, et aux adultes de tout âge.

4. Des équipes pluridisciplinaires feront cesser l'isolement du professeur face à ses élèves, et permettront que s'établisse la cohérence globale de l'éducation, et, en conjonction avec le principe de l'ouverture sur la vie, signifieront le refus d'une organisation fondée uniquement sur la simple juxtaposition des matières enseignées.

5. La modulation des services. La nature et l'organisation du travail des enseignants seront transformées par l'application de la technologie, l'enseignement pluridisciplinaire et les nouvelles relations entre les professeurs et l'environnement social.

6. Une structure d'animation et de perfectionnement pédagogique devra être établie, reliant les organes de recherche et d'expérimentation, les universités, les centres locaux de perfectionnement et de confrontation d'expériences, et les équipes pédagogiques des établissements.

7. L'unification de la profession enseignante. L'objectif est au niveau du second degré, l'unité des catégories, les diversifications selon les grades et les fonctions. Les moyens seront le fusionnement progressif des catégories et la promotion interne la plus large.

8. Un nouveau rôle pour l'inspection générale : elle doit être véritablement générale et porter sur l'ensemble des services d'éducation fournis par des établissements autonomes, la mutation individuelle des professeurs redevenant une prérogative hiérarchique où l'inspection générale n'intervient qu'en appel.

9. Une politique sociale pour les enseignants doit être instaurée si l'on veut donner aux enseignants le sentiment qu'ils appartiennent à une communauté.

10. Une politique de relations publiques devrait être menée de façon systématique, avec l'objet d'expliquer aux enseignants, parents et élèves le sens des décisions prises et les objectifs poursuivis, ainsi que de présenter périodiquement les résultats obtenus et les modifications qui sont à apporter.

LES DIX-HUIT RECOMMANDATIONS

"Ces vastes changements qu'il faut envisager dans notre éducation nationale ne peuvent être planifiés comme un schéma d'implantation industrielle. L'éducation nationale n'est pas une collection d'objets qu'on peut agencer selon une vue de l'esprit. C'est un ensemble vivant.

C'est dans cette optique que la commission a conçu ses recommandations. L'essentiel est ... de modifier aujourd'hui ce qui peut l'être et qui mettra l'organisme en mesure de restaurer par lui-même une partie de ses forces. "

LES ETABLISSEMENTS

- Aucun établissement scolaire ne doit dépasser un effectif de sept cents à huit cents élèves.
  Les établissements comportant des effectifs nettement supérieurs seront divisés en "unités administratives" de cette taille. Chaque établissement public ainsi constitué se subdivisera en "unités pédagogiques" d'une centaine d'élèves.

- Chaque établissement reçoit liberté d'initiative dans le cadre d'objectifs pédagogiques nationaux.
  Les objectifs pedagogiques nationaux sont de deux sortes :

  - un objectif commun d'instruction et d'éducation générale : acquisition des connaissances de base, compréhension et maîtrise de l'environnement physique, technique, social, économique, culturel, politique, développement de l'autonomie personnelle, apprentissage de la relation sociale et du travail en équipe ; exploitation optimum des capacités individuelles.

  - un objectif particulier à chaque établissement : options pouvant consister en l'approfondissement des matières de base ou en l'initiation à des connaissances nouvelles ouvrant l'accès à des spécialisations ultérieures. Choix par l'élève d'un programme plus ou moins étendu.

  La liberté d'initiative porte en particulier sur l'organisation et les méthodes pédagogiques. Elle permettra notamment l'utilisation, à côté des leçons de type traditionnel, de présentations audio-visuelles, de travaux en petits groupes, de visites, d'exposés ou travaux pratiques, de tâches choisies par les élèves (travaux de clubs, d'activités périscolaires), d'auto formation et de conseils personalisés.

- Les établissements organisent librement leurs horaires hebdomadaires, dans le cadre d'allocations annuelles par discipline. Cette mesure a notamment pour but de favoriser les travaux interdisciplinaires et la participation des professeurs aux activités socio-éducatives. Dix pour cent de l'horaire annuel resterait à la disposition des établissements et ne ferait pas l'objet d'une définition nationale. Chaque établissement peut, en outre, organiser pour ses élèves des stages et autres activités éducatives externes, des cours pour les adultes, et passer des conventions avec des organismes culturels, sociaux et des entreprises publiques ou privées. Il doit aussi prendre la responsabilité pour le perfectionnement de son personnel.
- Une autonomie de gestion, reposant sur l'allocation d'une enveloppe budgétaire globale.

- Chaque établissement est doté d'un centre documentaire. Les laboratoires, ateliers et toutes installations nécessaires à des travaux expérimentaux et techniques ou à d'autres activités de caractère concret doivent également être développés.

- Au sein des unités pédagogiques, les élèves sont pris en charge par des équipes éducatives pluridisciplinaires. Cette organisation serait mise en oeuvre, dans un premier temps, au niveau des sixièmes actuelles (première classe du secondaire). Des professeurs-coordonnateurs assument l'animation générale des équipes pédagogiques, des professeurs-conseillers ont mission de guider et d'aider les élèves dans leurs études et leur orientation, et enfin, la fonction de surveillance fait place à une fonction d'animation et d'aide éducative. Les professeurs et conseillers d'éducation sont secondés pour la discipline et l'animation de la vie scolaire par des assistants recrutés et préparés en vue de cette double tâche. Il convient aussi de multiplier les équipes d'assistance médicale.
- Discipline. Le conseil d'administration établit le règlement intérieur de l'établissement. Les sanctions légères sont proposées par l'équipe pédagogique, le chef d'établissement statue en dernier ressort. Les sanctions plus graves reviennent au conseil de discipline.

- Choix du chef d'établissement. Il repose essentiellement sur des qualités de caractère, une compétence pédagogique générale, une compétence suffisante en matière de gestion. Les candidats doivent être recrutés à l'issue d'une formation essentiellement pratique.
- Les locaux et les matériels doivent être l'objet d'un plan échelonné mais systématique d'adaptation.
- Transformation de l'organisation des examens et de la conception de leurs épreuves. Une commission ad hoc doit être chargée d'étudier la modification des modalités d'obtention du baccalauréat et des diplômes techniques de fin de scolarité secondaire (ou leur remplacement) délivrés par les établissements. Le BEPC (diplome d'études du premier cycle/peut être supprimé sans délai.
- Création d'établissements d'essai, constitués par des équipes de maîtres volontaires. Ces établissements se caractérisent par l'essai systématique de formes nouvelles d'encadrement et d'animation pédagogique, l'expérimentation de nouveaux modes d'examen, la diffusion des méthodes ainsi éprouvées par des stages de perfectionnement organisés au sein de l'établissement pour d'autres équipes professorales.

LES ENSEIGNANTS

- Une formation initiale et continue profondément transformée. La préparation des enseignants à leur métier suppose une filière d'études spécifiques associant la connaissance de la (ou des) matières à enseigner ; des connaissances générales sur l'homme, l'enfant et la société ; des exercices visant à développer l'aptitude à gérer des groupes scolaires, à monter des exercices d'apprentissage, à travailler et à faire travailler en équipe ; une formation pratique et des concours de recrutement adaptés. Elle demande une sensibilisation préalable aux exigences physiques et affectives de la fonction enseignante, des tests devant permettre d'écarter les candidats inaptes. Elle suppose enfin une formation continue comprenant notamment des stages ou périodes de recyclage.
- L'unification progressive des corps enseignants du second degré doit être immédiatement mise en oeuvre par voie de qualification et de promotion internes. La commission propose d'instituer un corps unique, divisé en deux grades : professeur certifié et professeur agrégé. L'agrégation prendrait le caractère d'un

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Le ministre de l'Education nationale, M. FONTANET vient d'annoncer les premières mesures prises en exécution des recommandations de la Commission. Ces premières mesures, prises en faveur des établissements, seront à compléter par la réforme de la formation des maîtres et la redéfinition de leur statut et de leurs obligations de service, qui sont toujours à l'étude.

- **Réduction de tous les programmes de 10 %** (3° recommandation).
  Il s'agit de mettre à la libre disposition des établissements et des enseignants 10 % du temps imparti à chaque discipline. Cette période pourra être utilisée pour du travail individuel ou en petit groupe, pour des exercices interdisciplinaires, des activités extérieures à l'établissement ou toute autre forme d'activité. Elle pourra être répartie dans le temps ou bloquée sur plusieurs jours au gré des établissements.

- Amélioration de la formation des chefs d'établissement (8° recommandation).
  La formation des enseignants devenant chefs d'établissement qui est de quelques jours actuellement, sera portée à trois mois. Elle comprendra une initiation aux questions administratives et à la dynamique de groupe et une information sur les modalités de l'orientation.

- Diminution de la taille des établissements (1° recommandation).
  On ne construira plus de collèges d'enseignement secondaire de plus de neuf cents élèves (ils en ont actuellement généralement mille deux cents) ni d'établissements de second cycle de plus de mille cinq cents. La carte scolaire sera révisée en ce sens.
  Les établissements existants trop importants seront divisés en unités pédagogiques placées sous l'autorité d'un responsable. Ces différentes unités resteront toutefois sous le contrôle d'un chef d'établissement unique qui aura un rôle de coordination et sera l'ordonnateur des dépenses (il n'y aura qu'un seul budget pour l'ensemble).
  Les moyens administratifs des chefs d'établissement - notamment pour le secrétariat - seront renforcés.

- Amélioration du service de santé scolaire (6° recommandation).
  Une mission pour étudier cette question a été confiée au professeur Lamy. D'autre part, un effort sera fait pour l'information et l'accueil du professeur à son arrivée dans un établissement.

- Généralisation du travail indépendant (2° recommandation).
Il s'agit de favoriser toutes les méthodes permettant à l'élève d'exercer une plus grande initiative et d'avoir plus de responsabilité dans l'organisation de son travail (notamment par l'accès direct à la documentation, le recours aux moyens audio-visuels, l'organisation du travail d'équipe ...). Une mission de réflexion a été confiée à ce sujet à M. Bertrand Schwartz.
Des expériences de travail indépendant sont actuellement en cours dans cent quarante et une classes réparties dans trente et un établissements.

- Constitution de centres documentaires (5° recommandation).
Les collèges d'enseignement secondaire actuellement programmés comprennent un centre de documentation de 600 mètres carrés, autour duquel sont groupés la salle audiovisuelle, les salles de musique et de dessin et les ateliers. Ce dispositif sera étendu aux lycées et aux collèges d'enseignement technique.

- Renforcement de la fonction de professeur principal (6° recommandation).
Cette mesure est notamment en relation avec la réforme de l'orientation actuellement à l'étude, qui vise à permettre de mieux suivre et conseiller les élèves tout au long de leur scolarité. Elle doit permettre de créer de véritables "professeurs coordinateurs", comme le demandait la commission des "sages".

- Remplacement des examens par des unités capitalisables dans l'enseignement technique (10 et 11° recommandations).
Cette mesure n'est pas absolument nouvelle puisqu'elle a déjà été annoncée lors de l'adoption de la loi d'orientation sur l'enseignement technique et qu'elle est expérimentée dans douze C.E.T. Elle consiste à remplacer le système d'un enseignement annuel sanctionné par un examen unique par une série d'unités de connaissances et de capacités sanctionnées par un contrôle continu.

- Adaptation de l'architecture scolaire (9° recommandation).
Il s'agit notamment de généraliser le recours aux cloisons démontables dans les établissements neufs.

FEDERAL REPUBLIC OF GERMANY: THE HECKHAUSEN REPORT

The discussion of the reform of teacher education in the Federal Republic of Germany has been dominated by the question of whether the student teacher should be trained for a specific type of school, or for a "stage" in education. Hitherto primary school teachers have been trained in a three year course at a Pädagogische Hochschule (college of education) whereas intermediate school (Realschule) teachers take a three year university course, and teachers at grammar schools (Gymnasium) a four to five-year course in two subjects at university. Teachers at technical and vocational schools receive their training at technical university. The reform movement, under the growing influence of the partisans of comprehensive reorganisation of the whole education system, has developed a new concept of teacher education - the "comprehensive teacher for comprehensive education". According to this concept, teacher education should be unified: all teachers should be trained at the new comprehensive universities, which would be extended to include the colleges of education, the technical colleges, and the technical universities; all courses should last for three to four years; and training should differ only according to which of the three "stages" - primary, lower secondary or upper secondary - the future teacher chooses as his or her field of professional action. The German Education Council (Deutscher Bildungsrat) in its recommendations adopted in February 1970 (Strukturplan für das Bildungswesen, Stuttgart 1970, Klett Verlag, 399 p.) strongly advocated the latter policy and developed guidelines for a coherent reform of teacher education.

At the same time and in close contact with the German Education Council a committee of experts under the chairmanship of Professor H. Heckhausen, Bochum University, elaborated recommendations published in mid-1970 under the title "Teacher Education for the School of the Future" (Lehrerbildung für die Künftige Schule). This committee was set up in early 1969 by the Minister of Education of North-Rhine Westphalia, (a Land with a population of 17 million), together with three other committees on research planning, higher education statistics and higher education administration. The reports of these committees were published by the Ministry (Empfehlungen II, Planungsbeirat für das Hochschulwesen, Düsseldorf, A. Henn Verlag, 290 p; the report on teacher education is contained in this publication on pp. 25-147).

As the report of this committee is the latest, most detailed and most representative of the reform movement in teacher education, we publish here the German text of its summary.

For the non-German reader we would like to outline briefly (and at the risk of the misrepresentation that such brevity necessarily entails) the main findings and conclusions of the report.

- It is not only the deficiences of present teacher training (in particular the lack of appropriate induction into teaching for all teachers, and, in the case of those trained at university, the neglect of the educational sciences compared with subject studies) which necessitate a thorough reform. Teacher education must be oriented towards the school of the future and prepare the teacher for his new roles in this school.

- The school of the future, in the opinion of the Committee, will be based on a ten-year compulsory education beginning at the age of 5. This will comprise a four-year primary and a six-year comprehensive secondary school, to be followed by a new sixth-form (Kollegstufe) for general or vocational studies. Teachers must therefore be trained separately for the primary stage, the lower secondary stage and the upper secondary stage respectively, but transfer from one stage to the other after additional studies must be provided for. The last group, called in the report "Kolleglehrer", will specialise either in general or vocational subjects.

- This "comprehensive reorganisation" of teacher education makes the juxtaposition of universities and colleges of education obsolete. The colleges of education must be developed into "universities centred on educational sciences" (Universitäten mit erziehungswissenschaftlichem Schwerpunkt). The primary stage teacher should be trained at these reformed colleges, the lower secondary stage teacher in roughly equal parts at college and at university and sixth-form teachers both of general and vocational subjects, at university. The reformed colleges and the universities should in the long run be integrated, together with the technical colleges, into "Gesamthoschschulen" (comprehensive universities).

- The central issue of the reform of teacher education, as the report sees it, is the necessity to prepare the teacher for active participation in the continuous revision of curricula. All teachers should be instructed in curriculum development and all teacher training institutions should provide for curriculum research. The problems of curriculum revision in relation to teacher education are discussed in great detail in the report, in particular the growing breach in all subjects between the school level and the research level, the failure of the attempts to teach the methodology and didactics of the various school subjects, without reference to their research aspects, the need to reorientate the study of the educational sciehces so that it may contribute to curriculum revision, etc.

- Teachers' study courses have to be reorganised. The four components of teacher education which should be represented in each course although in different sequence and depth, are: subject studies, educational sciences, curriculum development, and induction into teaching practice.

- The primary stage teacher will be trained at the reformed colleges of education in a four and a half year course: three years of study of educational sciences to be concluded by an examination, one year of subject study to be followed by the final examination, one half-year of induction at a school and under supervision by the "Centre for Teacher Education". These Centres, to be created in each region covered by a comprehensive university, and to be staffed by teachers and researchers, will be affiliated to the university and will be responsible for induction into teaching and for the in-service training of teachers. They will co-operate with the universities and reformed colleges in all tasks of curriculum development.

- The lower secondary stage teacher will be trained in a four and a half year course. He should study two school subjects, or be able to replace the second subject by special training either for guidance, curriculum development, educational technology or the psychological advisory service. The subject studies, which are concluded by an examination after three years, also include courses in educational sciences. A fourth year, spent at the Centre for Teacher Education, is devoted to educational sciences and is concluded by the final examination. After another half-year of induction at a school, under supervision by the Centre, the teacher acquires the status of a certificated teacher.

- The upper secondary stage teacher is trained in a similar way at university: he studies a main subject for four years, together with a complementary subject which may be a subject not represented in the school curriculum. The fifth year at the Centre for Teacher Education is concentrated on the study of educational sciences. Induction at the school, under supervision by the Centre, lasts for half a year.

- All examination boards will be composed of teachers from the universities and reformed colleges.

- The report stresses the importance of in-service training and exposes its present deficiencies. In future all teachers will be obliged to participate for a total of three months, in every five-year period, in reformed courses of in-service training (which would lead to an increase of about five per cent in the number of teachers needed). These courses should be organised by the Centres for Teacher Education in co-operation with the universities and reformed colleges.

Finally it should be emphasised that the long-term policy recommended in the report has been accepted as a guideline for the reform of teacher education by the Government of North-Rhine Westphalia, which is the biggest of the eleven Länder of the Federal Republic. However, implementation is still at its initial stage. At the national level the reform of teacher education is a highly controversial subject as it is linked to the comprehensive reorganisation of the school system. It is advocated by the present Federal Government and the Social Democrats and the Liberals, whereas the Christian-Democratic parties, which hold power in the majority of the Länder, are opposed to it. The Standing Conference of Education Ministers of the Länder has therefore not yet been able to reach an agreement on the reform of teacher education.

However, the six Länder governed by the Socialist-Liberal coalition concluded in October 1973 an agreement on the mutual recognition of reformed teacher training courses and examinations. All teachers can choose between a three year course for the normal certificate or a four year course for an additional certificate (the additional certificate can, however, also be obtained later in their professional career). All courses are given at universities, into which the colleges of education are being integrated. After completion of their studies all teachers serve for a probationary period of one and a half year's duration.

The normal certificate, obtained after a three year course, requires the primary stage teacher to study educational science, one other subject and one primary field (e.g., language instruction, mother tongue and reading) in the ratio of about 1:1:1. The lower secondary teacher studies educational science and two other subjects (ratio 1:1:1). The upper secondary teacher takes educational science and makes an intensive study of one general or vocational subject (ratio 1:2).

The additional qualification to be obtained after a four year course is characterised by the study of one further subject by all teachers who wish to sit for this examination.

This agreement will involve a change in salary structures which is still under study by the Federal authorities who have exclusive competence to decide by Federal legislation on all matters pertaining to the Civil Service and its remuneration - whether at the Federal, Land or municipality level - including the teaching body, which in the Federal Republic is part of the Civil Service. The consequence of the agreement will be that in future all teachers with the normal certificate will receive the same pay, and those with the additional qualification, a slightly higher salary.

The agreement has come under sharp criticism: firstly because it does away with the previous national unity of teacher education. Secondly, it has been attacked by the powerful Grammar School Teachers' Association: a three year trained teacher who has studied only one subject, should in their opinion, not be allowed to teach a sixth form. Finally, the "progressive" students, teachers and researchers, are opposed to the one and a half year's probationary period: induction into teaching and the observation and analysis of classroom reality should, in their opinion be essentially a task of the university, as proposed in the Heckhausen Report.

LEHRERBILDUNG FÜR DIE KÜNFTIGE SCHULE

Empfehlungen der Lehrerausbildungskommission
des Hochschul-Planungsbeirates Nordrhein-Westfalen

von

Heinz Heckhausen, Oskar Anweiler, Albrecht Dihle,
Clemens Menze und Siegfried Penselin

ZUSAMMENFASSUNG

Unser Schulsystem steht vor einem tiefgreifenden Wandel. Er bahnt sich in vielen europäischen Ländern an, in einigen ist er bereits fortgeschritten. Die überkommenen vertikal gegliederten Systeme mit nebeneinander stehenden Schularten befinden sich im Übergang zu Gesamtsystemen, die horizontal in Schulstufen gegliedert sind. Künftig wird die Pflichtschulzeit zehn Jahre betragen, bereits mit fünf Lebensjahren beginnen und sich in eine Primarstufe (in der Regel 1.—4. Klasse) und eine Sekundarstufe (5.—10. Klasse) gliedern. Daran anschließend wird eine zweijährige Kollegstufe das Zwischenglied zum tertiären Bildungssektor der Universitäten und Fachhochschulen bilden. Nicht nur die Struktur, auch Inhalte und Unterrichtsformen sind im Wandel begriffen. Fächerkanon, Stundentafel und Lehrpläne (Curricula) werden im Blick auf zeitgemäßere Zielsetzungen und den gegenwärtigen Stand der Wissenschaften revidiert. Unterrichtsorganisation und Lehrverfahren werden neue und differenziertere Wege gehen.

In dieser Situation sollte die Lehrerausbildung schon jetzt auf eine Weise geordnet werden, die ihr einen mehrjährigen Vorlauf vor den fälligen Schulreformen gibt. Daraus folgt, daß die organisatorische und didaktische Struktur der Lehrerausbildung sich nicht länger am Schulsystem von heute orientiert, sondern die voraussehbaren Veränderungen bereits vorwegnimmt. Andernfalls müßten wieder einmal Inhalts- und Strukturreformen des Schulwesens von Lehrern unternommen werden, denen in ihrer Ausbildung die inneren Notwendigkeiten künftiger Reformen noch nicht durchsichtig geworden sind. Mit dem Übergang des Schulwesens zu horizontal gegliederter, gesamtschulartiger Organisation verliert die bisherige Zweiteilung der Lehrämter in Grund- und Hauptschulen einerseits und weiterführende Schulen andererseits ihren ausschließlichen Charakter. Damit verliert auch die entsprechende Aufgabenteilung zwischen Universitäten und Pädagogischen Hochschulen in der Lehrerbildung ihre Berechtigung. Es ist deshalb folgerichtig, die Pädagogischen Hochschulen zu Universitäten mit erziehungswissenschaftlichem Schwerpunkt auszubauen und die Lehrämter nach Stufen neu zu ordnen.

Die Ausbildung der Primarlehrer (1.—4. Schuljahr) sowie der Sonderschullehrer erfolgt in Fortsetzung der bestehenden Aufgabenteilung an den bisherigen Pädagogischen Hochschulen, den künftigen erziehungswissenschaftlichen Universitäten. Das neue Lehramt des Sekundarlehrers (5.—10. Schuljahr) vereinigt die bisherigen Lehrämter an Hauptschulen, Realschulen und Gymnasien (mit Ausnahme der gymnasialen Oberstufe) und sollte bis 1980 zu etwa gleichen Teilen an beiden Institutionen erfolgen. Der Kollegiehrer wird an den bisherigen Universitäten für die gymnasiale Oberstufe und die berufsbildenden Lehrämter ausgebildet. In einzelnen (nicht zuletzt berufsbildenden) Fächern sollten aber auch an den erziehungswissenschaftlichen Universitäten Studiengänge angeboten werden, sobald ein angemessener Ausbaustand und Differenzierungsgrad in der Forschungs- und Ausbildungskapazität erreicht ist.

Die Lehrämter für die einzelnen Schulstufen sind inhaltlich neu zu entwerfen. Der Lehrer auf der Primarstufe sollte seinen wissenschaftlichen Ausbildungsschwerpunkt in den Erziehungswissenschaften (einschließlich Entwicklungs- und Lernpsychologie) haben und in diesem Sinne ein Fachlehrer sein. Das entspricht vor allem der neuen Zielsetzung, in der zweijährigen Eingangsstufe die Lernfähigkeit der 5- und 6jährigen zu fördern und soziokulturell bedingte Entwicklungsrückstände nach Möglichkeit auszugleichen. Die Primarlehrer-Ausbildung sollte außerdem die Möglichkeit eröffnen, ein Unterrichtsfach, das erst später auf der Sekundarstufe einsetzt, mit dem Ziel der Lehrbefähigung zu studieren. Das Sekundarlehramt ist durch die Regelform des Zwei-Fach-Lehrers gekennzeichnet, wobei der Schwerpunkt auf einem der beiden Fächer liegt. Statt des zweiten Unterrichtsfaches kann eine Spezialausbildung als Schullaufbahnberater, als Curriculumspezialist, als Unterrichtstechnologe oder als psychologisch-pädagogischer Berater gewählt werden. Das Kollegiehramt umfaßt ein Haupt- und ein Nebenfach und ist an den künftigen Anforderungen sowohl des wissenschaftlichen Studiums wie auch bestimmter Berufspraxisfelder orientiert. Der Kollegiehrer kann auch ein Fach studieren, das keine unmittelbare Entsprechung in einem Unterrichtsfach hat, aber für fächerübergreifende Themen und Arbeitsweisen belangvoll ist.

Ausbau und Umstrukturierung der lehrerausbildenden Einrichtungen sowie die Neuverteilung ihrer Aufgaben muß auch die fälligen Reformwandlungen des Bildungswesens vorbereitend vorwegnehmen.

Die fälligen Revisionen der Curricula (Lehrpläne) müssen auf der ganzen Breite des Fächerkanons jeder Schulstufe gleichzeitig mit den Curriculum-Revisionen der entsprechenden Lehramtsstudiengänge vorangetrieben werden. Das ist der eigentliche Innovationsengpaß einer Neuordnung der Lehrerausbildung. Es geht nicht um ein einmaliges Aufarbeiten der Lehr- bzw. Studienpläne, sondern um die Einleitung einer ständigen Curriculum-Revision. Sie ist nur möglich, wenn sie von einer Lehrerschaft getragen wird, die dafür in ihrer Ausbildung aufgeschlossen und darauf vorbereitet wurde. Voraussetzungen dafür sind einmal eine enge Heranführung an den Stand der den Unterrichtsfächern entsprechenden fachwissenschaftlichen Forschung sowie ferner die Einsicht in die didaktisch notwendigen Transformationsprozesse bei der Umsetzung des Forschungswissens in universitäre Studiengänge und in Unterrichtsfächer der verschiedenen Schulstufen. Die letzte Voraussetzung kann nur gesichert werden, wenn innerhalb der Lehrerausbildung selbst Curriculumforschung betrieben wird.

Die komplexen didaktischen Probleme können durch die Einrichtung fachdidaktischer Lehrstühle nur beschworen aber nicht gelöst werden. Unabdingbar ist die interdisziplinäre Zusammenarbeit von Fachwissenschaftlern, von Erziehungswissenschaftlern (besonders Schulpädagogen, Lern- und Entwicklungspsychologen, Bildungssoziologen, Curriculum- und Medienspezialisten) und von Schulpraktikern.

Die Fähigkeit zur Curriculum-Revision setzt forschungsnahe Studiengänge voraus. Deshalb wird der Übergang der jetzigen Pädagogischen Hochschulen zu erziehungswissenschaftlichen Universitäten, wenn sie nicht eine bloß nominelle Status-Erhöhung sein soll, an dem Ausmaß erkennbar sein, in dem ein personeller und sachlicher Ausbau angemessenere Grundlagen für fachwissenschaftliche Forschung schafft. Das gilt in besonderem Maße für die einzelnen Disziplinen der Erziehungswissenschaften und für die Mangelfächer der Lehrerausbildung wie Mathematik, Naturwissenschaften und Englisch. Innerhalb der Erziehungswissenschaften sind die bereits erwähnten Spezialstudiengänge im Nebenfach wie auch lehramtsunabhängige Hauptfach-Studiengänge für Diplom-Pädagogen und für Diplompsychologen einzurichten. Hier wie in den

Mangelschulfächern liegen eindeutige Aufbauprioritäten, deren zügiger Realisierung ein Hochschullehrermangel entgegensteht, der nur langfristig durch eine gezielte und massierte Förderung des forschungsproduktiven Nachwuchses mit Hilfe eines großzügigen Programms von Habilitationsstipendien und disponibler Diätendozenturen behoben werden kann.

Um das Didaktik-Problem der Lehrerausbildung in dem anspruchsvollen Sinne eines Fähigmachens zur Curriculum-Revision zu lösen, sind institutionelle Vorkehrungen eigener Art zu treffen. Neben dem Aufbau der Curriculum-Forschung an den lehrerausbildenden Institutionen sind die vier Grundelemente der Lehrerausbildung — nämlich Fachstudium, erziehungswissenschaftliches Studium, Studiem der schulfachdidaktischen Umsetzung und berufspraktische Einübung — in ihrem Verhältnis zueinander und in ihrer zeitlichen Abfolge neu zu ordnen.

Im Studiengang der Sekundar- und Kollegiehrer steht zunächst das rein fachwissenschaftliche Studium im Vordergrund. In seiner zweiten Hälfte treten curricular gezielte erziehungswissenschaftliche Studien hinzu, die — nach Abschluß der fachwissenschaftlichen Studien im 1. Staatsexamen — zu einer zweiten Studienphase von einem Jahr überleiten, die in zeitlicher Hinsicht wie das laufende Schuljahr gegliedert ist. Diese Phase dient intensiven erziehungswissenschaftlichen und didaktisch-praktischen Studien. Sie schließt mit einer erziehungswissenschaftlichen Prüfung ab. Darauf folgt unmittelbar ein Halbjahr berufspraktischer Einübung in den Schuldienst mit halbem Stundendeputat und angemessener Besoldung. Nach diesem halben Jahr wird ohne eine weitere formelle Prüfung aufgrund begutachteter Unterrichtsversuche die volle Lehrbefähigung erworben.

Das erziehungswissenschaftliche Studienjahr findet an einer neuen Institution statt, dem „Zentrum für Lehrerbildung" (ZFL). Das Zentrum institutionalisiert gesamthochschulartige Kooperationsformen zwischen je einer bestehenden Universität und einer erziehungswissenschaftlichen Universität in den 8 Hochschulregionen des Landes (Aachen, Bonn, Köln, Düsseldorf-Duisburg, Bochum-Essen, Dortmund, Münster, Bielefeld). Erziehungswissenschaftler und Fachwissenschaftler von jeder der beiden regionalen Universitäten sowie Schulpraktiker (Fachleiter der bisherigen Studienseminare) erledigen einen Teil ihrer Lehraufgaben innerhalb des Zentrums im Rahmen eines kooperativ gestalteten Curriculums für das einjährige erziehungswissenschaftliche Studium. Die bisherigen Studienseminare gehen in die regionalen Zentren für Lehrerbildung auf. An den Zentren wird eine Curriculum-Forschung für die einzelnen Schulfächer aufgebaut, die eng mit der Lehrerausbildung verknüpft ist. Dafür sind an jedem Zentrum Spezialkräfte für interdisziplinäre Forschungs- und Lehrtätigkeiten hauptamtlich beschäftigt. Die Zentren leiten und koordinieren auch die halbjährige berufspraktische Einübung für die Lehrämter aller drei Schulstufen. Die berufspraktische Einübung an den Schulen der weiteren Einzugsregionen findet unter der Anleitung von Mentoren statt. Schließlich sind die Zentren für die Fortbildung der Lehrer aller Schulstufen verantwortlich. Jedem Lehrer sollen in fünfjährigen Abständen gründliche fach- und erziehungswissenschaftliche Weiterbildungsmöglichkeiten von 3 Monaten angeboten werden

Da der Primarlehrer und Sonderschullehrer in den Erziehungswissenschaften eine Ausbildung als Fachlehrer erhalten soll, ist sein Studiengang im Unterschied zum Studium der Sekundar- und Kollegiehrer ohne ein nachgeschaltetes erziehungswissenschaftliches Studienjahr am ZFL aufgebaut. Das erziehungswissenschaftliche Studium nimmt hier bereits mit dem ersten Semester einen breiten Raum ein und wird nach dem sechsten Semester mit einer erziehungswissenschaftlichen Prüfung abgeschlossen. Eng mit den erziehungswissenschaftlichen Studien sind schulfachdidaktische und fachschwerpunktbezogene Studien verbunden. Ebenfalls wie an den Zentren für Lehrerbildung ist eine

Curriculumforschung aufzubauen, die in die Ausbildung einbezogen wird. Nach dem achten Semester werden die Studien mit der 1. Staatsprüfung abgeschlossen. Darauf folgt wie für die anderen Lehrämter das berufspraktische Einübungs-Halbjahr unter der Leitung der Zentren für Lehrerbildung.

Die Pflichtstudienzeit der Sekundarlehrer beträgt ebenfalls acht Semester. Hier erfolgt die fachwissenschaftliche Prüfung (1. Staatsexamen) nach sechs Semestern. Daran schließt sich unmittelbar das einjährige erziehungswissenschaftliche Studium am ZFL an. Während die Gesamtstudiendauer (einschließlich berufspraktischer Einübung) für Primar- wie für Sekundarlehrer viereinhalb Jahre dauert, beträgt sie bei den Kolleglehrern fünfeinhalb Jahre. Das fachwissenschaftliche Studium der Kolleglehrer umfaßt nämlich acht Semester, d. h. ein Jahr mehr als bei den Sekundarlehrern.

Eine vordringliche Aufgabe des Hochschulausbaus ist eine erhebliche Steigerung der Ausbildungskapazitäten vor allem für Sekundar- und Kolleglehrer. Um den sprunghaft steigenden Bedarf eines sich wandelnden und günstigere Unterrichtsbedingungen schaffenden Schulsystems bis in die achtziger Jahre hinein allmählich decken zu können, müssen bis 1980 insgesamt rund 33.000 Studienplätze für die Primarstufe und die Sonderschulen (etwa 9.000 Studienanfänger pro Jahr), 49.000 Studienplätze für die Sekundarstufe (etwa 13.000 Studienanfänger pro Jahr) und 19.000 für die Kollegstufe (einschließlich berufsbildender Zweige (etwa 4.000 Studienanfänger pro Jahr) geschaffen sein. Von den insgesamt 101.000 in Nordrhein-Westfalen benötigten Studienplätzen für die Lehrerausbildung sind rund 17.000 an den acht Zentren für Lehrerbildung einzurichten. Verteilt man die verbleibenden 84.000 Studienplätze so, daß die Ausbildung jenes Teils der künftigen Sekundarlehrer, die dem Anteil des gegenwärtigen Hauptschulzweiges entspricht, an den erziehungswissenschaftlichen Universitäten erfolgt, so müssen etwa 45.000 an den erziehungswissenschaftlichen Universitäten und 39.000 an den bestehenden Universitäten zur Verfügung stehen. Das bedeutet für jede der beiden Institutionen einen Ausbau innerhalb von 10 Jahren um gut das Doppelte der gegenwärtigen Studentenpräsenz (die ja die augenblickliche Kapazität bereits übersteigt).

Die empfohlene Neuordnung bedarf einer sorgfältigen Abstimmung von Entscheidungsverfahren, Planungsabläufen und Realisierungsstufen. Es wird damit gerechnet, daß in den nächsten beiden Jahren in Nordrhein-Westfalen die bildungspolitische Entscheidung für die Entwicklung auf ein gesamtschulartiges Bildungswesen hin gefällt wird. Fachkommissionen zur Curriculum-Revision sollten in Vorbereitung darauf unverzüglich ihre Tätigkeit aufnehmen, damit ab 1971/72 neue Lehramtsstudiengänge der beschriebenen Arten eröffnet werden können. Spätestens zu diesem Zeitpunkt werden von regionalen Kooperationskommissionen, denen Fachvertreter der beiden Universitäten und der Studienseminare angehören, die Zentren für Lehrerbildung in ihrer Organisation und in ihrem Curriculum geplant. Eine zentrale Attestierungskommission, die eine unabhängige Begutachtungsfunktion zwischen Fakultäten und Ministerium ausübt, entwickelt Maßstäbe für die Approbation neuer lehrerausbildender Studiengänge an den bestehenden und den erziehungswissenschaftlichen Universitäten sowie an den Zentren für Lehrerbildung. Koordiniert werden die Planungsabläufe und Realisierungsstufen durch einen zentralen Planungsstab des zuständigen Ministers. Die Erhebung der laufenden Planungsdaten besorgt eine noch zu gründende Einrichtung der Hochschulplanung. Bei einem solchen Planungsablauf könnten 1974/75 die Zentren für Lehrerbildung ihre Arbeit aufnehmen und 1976 die ersten Lehrer mit einer Lehrbefähigung für die neuen Lehrämter ihre Tätigkeit in den Schulen aufnehmen.

IRELAND: REPORT ON TEACHER EDUCATION

"Report on Teacher Education", the Higher Education Authority. Dublin Stationery Office. 1970.

Introduction

In January 1969 the question of the training of primary school teachers in the context of the future provision for higher education was referred by the Minister for Education to the Higher Education Authority in accordance with the latter's terms of reference as an advisory body to the Minister on all questions related to higher education. The report of the special Working Party appointed by the Higher Education Authority was submitted to the Minister in July 1970. It deals with teacher training at all levels.

We reprint below some selected extracts from the report.

I. A TEACHER TRAINING AUTHORITY

Reasons for a review of the system of teacher training

(a) It seems to us that for the following reasons the present is a particularly appropriate time for reviewing the different systems of teacher training which have grown up in this country:

(i) No fundamental changes have taken place in such training generally since the State was founded.

(ii) Since about 1958 there has been an increased public awareness of the place of education in our rapidly changing society, an awareness intensified in the 1960's, when many new educational policies were adopted. The general pace of social, economic and industrial development of the sixties and the acceptance of economic and social planning (which will probably accelerate in the seventies and eighties, especially if this country becomes a member of the EEC) will demand of our educational system a high competence, a new flexibility and an ability to respond and adapt quickly to cultural, social, economic and technological changes.

(iii) The introduction of new curricula in the secondary schools and the projected introduction of new curricula in the primary schools.

(iv) The need to keep the contents of courses and educational technology abreast of modern requirements.

(v) The prospective increase in numbers of pupils coming into the primary and post-primary fields over the next ten years; the additional numbers of teachers which will thus be needed and the increased specialisation which will be required of them.

(b) From the foregoing summary (omitted here - Ed.) it will be seen that a total of approximately 3,400 students are under training in the current year, in twenty-one different institutions, and that the two major institutions for the training of national teachers and secondary teachers respectively are the Training Colleges and the Universities.

(c) A recurring theme in the evidence tendered to us was the desirability of a unified teaching profession. A basic obstacle in the way of this, however, is the present unco-ordinated system of entry standards and training courses and the variety of qualifications awarded to the different groups of teachers. This in turn has repercussions on the system of remuneration and has also resulted in a proliferation or teaching organisations.

It is also our belief that it is neither practical nor desirable to produce a standard or uniform type of teacher. Nevertheless, it should be possible to co-ordinate and rationalise the system of teacher training so as to retain the benefits of a diversification of training courses and at the same time to accept the principle or concept of a unified profession.

The present position

The main approaches to the training of teachers at present may be set out here. For primary teachers there is the two years course in a Training College; for secondary teachers of academic subjects a degree course of at least three years and, in addition, the Higher Diploma in Education; for certain types of vocational teachers a degree course together with some industrial or commercial experience or, following the degree, a short intensive course in teaching methods; for teachers of such practical subjects as Woodwork and Metalwork a two years course (one year in the case of Building Construction) organised at various centres by the Department of Education; for Art teachers a one-year course in the National College of Art (preceded by the successful completion of a two or three years preparatory course in the College or elsewhere); and for Domestic Science Teachers a three years course in either of the Domestic Science Colleges. In general, the views submitted to the Working Party indicated that most of these courses need to be modified and re-structured. There is also a wide diversity of practice as regards the status and recognition of courses, the payment of State grants to the teacher training institutions concerned and the eligibility of the trainee teachers for State grants.

In general, the position regarding teacher training courses is that as between them there is no co-ordinated assessment of teaching methods and practices; little exchange of information or ideas between the various teacher training institutions; and, in the actual field of operations, little coming together of minds to evaluate our society's educational needs and standards. The shortcomings of this haphazard approach are obvious in many ways: in the disunity of the teaching profession; in the unnecessary proliferation of teaching organisations; and in an undue emphasis on what may be broadly described as the trade union aspects of the profession as distinct from educational and vocational issues.

Recommendation for the creation of a new body, to be called An Foras Oideachais (Institute for Ed.) (1)

For the purposes in question we recommend the establishment of a new body which might appropriately be called An Foras Oideachais. We have noted that the Devlin Group, which conducted its own independent enquiries, recommended the establishment of an independent teacher training authority. In view of the Group's terms of reference it would not be unreasonable to assume that its findings on this problem arose primarily from administrative considerations. In contrast, our approach was primarily on the educational plane. It is significant that the examination of the problem made by two bodies from such very different directions has produced the same conclusion. To this may be added the emphasis placed by many of our witnesses on the desirability, as already mentioned, of a unified teaching profession.

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(1) Editor's Note: In January 1970, a report submitted to the English Secretary of State for Education and Science by a specially appointed working party recommended the parallel establishment for England and Wales of a Teachers' Council, to act as a professional authority for teachers, and of an Advisory Council on the Supply and Training of teachers. Their proposals were held over during the wider enquiry by the James Committee (see below), which recommended instead the establishment of a National Council for Teacher Education and Training, to fulfil the functions of both the bodies previously recommended. However, the recent government White Paper has retained only the suggestion from the 1970 report for the establishment of an advisory committee on the supply and training of teachers.

From 1949 to 1968 a National Advisory Council on the Training and Supply of Teachers did indeed exist but was apparently unable to fulfil its tasks sufficiently quickly or efficiently.

Functions we would suggest for the proposed Foras Oideachais

General Function

Excluding matters of salary and emoluments, to consider how best to educate teachers, to supervise their training, to foster, encourage and promote the educational and professional interests of teachers, and to advise the Minister for Education and the other competent authorities on all these matters.

Particular Functions

(a) To determine and to keep under continuous review the standards of education, the training and the fitness to teach of persons entering the teaching profession and, as it may deem appropriate, to advise thereon the Minister for Education and the institutions conducting teacher training courses.

(b) To recognise teacher training courses.

(c) To keep under continuous review such other matters relating to education, training and fitness to teach or to the supply of teachers, as An Foras Oideachais thinks fit, and to advise the Minister for Education, the Higher Education Authority and the institutions conducting teacher training courses accordingly.

(d) To review at regular intervals, in co-operation with the educational authorities concerned, the nature of the instruction and the content of the courses given in colleges conducting courses recognised by An Foras Oideachais for the purpose of teaching education; and to undertake such other functions in relation to such colleges as may be assigned to it by the Minister for Education after consultation with An Foras.

(e) To appoint, on such terms as may be agreed with the institutions concerned, persons to visit these institutions and report to An Foras on the general content and arrangement of courses and the general facilities available in connection therewith.

(f) To withhold recognition of a teacher training course or courses where in the opinion of An Foras the course concerned fails to reach an adequate standard either as to entry, content or staffing, or where it considers the general facilities of the institution concerned to be inadequate.

(g) To issue certificates of registration to all qualified teachers and to make regulations governing the nature, form and conditions (including the registration fee) under which such certificates may be issued or withdrawn.

(h) To establish and keep a register containing professional particulars of teachers who are entitled to be registered. The registration may be provisional pending the fulfilment of prescribed conditions, e.g., probation or completion of a course of in-service training or re-training.

(i) To make arrangements for the setting up of a Board which would discharge the functions of the existing Board of Appeal in cases of alleged inefficiency on the part of a teacher. Where inefficiency is confirmed, An Foras would be empowered to withdraw registration for a period or indefinitely. (Enquiries into allegations of misconduct by a teacher should be the responsibility of the school authorities and ultimately, if necessary, of the Minister for Education).

(j) To arrange for the provision of courses of in-service training and, where deemed necessary, for special courses for serving teachers and to recognise such courses provided in educational institutions if these courses are deemed suitable.

(k) To foster, encourage and assist educational innovation where deemed appropriate.

(l) To undertake or commission research projects on educational matters and, as it may deem appropriate, to publish reports thereon.

(m) To promote inquiries and studies on teacher training and related matters and, where deemed appropriate, to publish reports thereon.

It is contemplated that in the exercise of these functions An Foras would, where appropriate, act in close association with the Higher Education Authority and the proposed Council for National Awards.

II. EDUCATION OF PRIMARY TEACHERS

Extension of training course to three years

From all the evidence tendered to us it appeared that the present two-year training period for primary teachers is insufficient for the adequate educational development of the student-teacher and the acquisition by him of the art and science of teaching. The present duration of the course does not allow for the advanced study of any subject nor does it afford sufficient time for such desiderata as seminars, tutorials and discussions. The daily timetable has to be arranged very tightly for the minimum amount of academic matter to be wedded to the minimum content of pedagogical training. In these circumstances it often happens that a very young teacher (of, say, 19-20 years) is charged with responsibility for a class without having had sufficient time to develop his character, personality and abilities or indeed to acquire more than the rudiments of his profession.

We recommend accordingly the re-structuring of the present course and that this should begin in the academic year 1970-71.

Award of Degree

A degree is the qualification for most professions and the view is held more and more widely that primary teachers, who form the very base of the educational system, should by way of their training course be enabled to attain to this qualification. Their present two years training period, however, does not admit of the time for the advanced study which is called for in a degree course. It could indeed be objected that even with the addition of a further year the course might not be comparable academically with that for a degree. We believe, however, that the answer to this objection is to recognise that pedagogics, including the practical side, may be as much an academic discipline as are the practical and laboratory sectors of science, medicine or other such areas of study.

Interchangeability of teachers between the primary and post-primary sectors

At present the graduates of the Training College may teach only in Primary Schools. They are not permitted to teach at post-primary level without acquiring the further qualifications at present required. We may add that post-primary teachers are also debarred from teaching at primary level except in the case of graduates who take a one-year course in the Training Colleges. Consequently our primary and post-primary system is highly compartmentalised. It takes no cognisance of the possibility that a University graduate might prefer to teach at primary level or that a Training College graduate might show a preference for post-primary teaching. We think that it would be highly desirable, from an educational point of view, to have the rigidity of the present system relaxed.

III. EDUCATION OF POST-PRIMARY TEACHERS

Teachers' qualifications

We have noted from "Investment in Education" that an appreciable proportion of the teaching time in many subjects was provided by teachers who had not taken these subjects to degree level. That report states, for instance, that only 44% of the instruction in Mathematics was given by teachers who had taken Mathematics in their degree and that in some subjects much of the instruction was given by teachers who had not taken the subject at university at all. Science, History and Geography were among the worst

examples. There are many explanations of this state of affairs - the size of the school; the shortage of qualified teachers; the wide range of the curriculum etc. As we have recommended that the proposed Foras should consider the introduction of financial support for student teachers with a view to improving the recruitment in those subjects in particular in which there is a shortage of qualified teachers, we further recommend that after 1975, or such date as may be determined by the proposed Foras, newly recruited teachers should not be regarded as qualified to teach at senior cycle level a subject not taken in their degrees. The suggestion that the year 1975 might be a starting point will indicate the urgency of the matter if all concerned are to be properly served. We believe that the system of financial support for graduate student-teachers, recommended in the previous paragraph, should be used to the full to attract teachers to the particular subjects in which it is well known that there is a shortage of qualified personnel. We have in mind particularly Mathematics and Science. In the case of these, consideration might be given to having Education, including pedagogics, as one of the subjects of the degree course, as well as to the question of a degree in Science and Mathematics being designed which would contain an element of pedagogic training and which would be accepted as a qualification for registration.

A Panel of Mentors (2)

To remedy one of the defects of the present Higher Diploma course it was urged in evidence to us that there is need for a panel of Mentors, religious and lay, who should be appointed by the University Departments of Education after consultation with the appropriate bodies e.g., school authorities, teaching Orders and the Department of Education. These Mentors should be teachers of experience possessing in a high degree the qualities and abilities necessary for their role. The Mentor would instruct, advise, demonstrate, supervise and generally aim at equipping his apprentice with the methods, skills and techniques of teaching.

We support the proposals for the introduction of a system of Mentors, to be appointed on a subject basis, and urge that they be suitably remunerated for the important duties they would discharge. We suggest that this matter should be examined by the proposed Foras Oideachais.

In-service training courses

We attach such importance to the provision of in-service courses of training for all teachers that this is one of the functions explicitly proposed by us for An Foras Oideachais. It was urged in evidence to us that in-service courses should be organised on several levels, that attendance at some of them should be obligatory, that teachers should be seconded to them and that participation in them should be an essential part of a teacher's service. The main reasons advanced for the need for such courses were as follows:

(i) Teachers who have spent five years or so in the field need some refresher courses and are in a better position than near-beginners to benefit from these, since they will have encountered very many problems of a practical kind and will be anxious to benefit from the experience of others in the solving of them;

(ii) The changing demands of new curricula and methods, e.g., in the teaching of a second language;

(iii) The dissemination of research findings;

(iv) The necessity to provide progressive teachers with outlets for further advanced work in their careers, e.g., further specialised degrees, to be taken either at home or abroad;

(v) The need to revive enthusiasm and maintain standards of efficiency;

(vi) The necessity for specialist courses in either advanced academic or diagnostic and remedial areas.

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(2) Editor's note: A comparable proposal for the employment from among serving school teachers of part-time "professional tutors" or "teacher tutors", with special responsibility for students in teaching practice or on probation, was made in the James Report.

SCOTLAND : THE TRAINING OF TEACHERS FOR SECONDARY EDUCATION

Introduction

Teacher training courses in colleges of education at present provide for three distinct qualifications in the fields of primary, secondary and further education. Successful completion of such a course leads to provisional registration as a teacher by the General Teaching Council, which is normally confirmed after two years probation. Unregistered teachers cannot be employed in maintained or grant-aided schools.

Four main training courses lead to a secondary school qualification: a one-year post-graduate course for holders of a university degree in an academic subject; a four-year Bachelor of Education degree course; a four-year concurrent course in technical subjects (3 years for physical education, speech and drama, and music); and a one-year course for holders of a diploma of a central institution in practical or aesthetic subjects.

In January 1971 the General Teaching Council set up a Working Party to review all four of these training methods. The recommendations which it made, which refer principally to the most common teaching qualification, the one-year post-graduate course, are summarised below.

EXISTING COURSES

Although the colleges of education have done much, often successfully, to meet the changing demands of the schools, the traditional conception of pre-service training as a basis for 40 years of service has led to serious deficiencies. It has led, for example, to the overcrowding of courses and the introduction of additional subjects in the course content. Colleges have been forced to provide solutions to problems which were not recognised as such by students because they had not encountered them in teaching practice. Schools also have had to face the conflicting demands of the pressures on senior staff and the need for steady and consistent guidance of students on teaching practice.

As far as the schools are concerned, fresh thought has to be given to the whole nature of teaching practice, with the teachers playing a more significant rôle. If the probationary period is to become a shared responsibility of college and school this will require a formal system of co-operation. Ways will have to be found of helping college and school staffs, through secondment in both directions, to keep in touch with the rapid changes in secondary education. Probation must become a part of training involving the highest degree of co-operation among, college, education authority and school. Pre-service training and the period of probationary service would thus be integrated in a coherent whole lasting two years.

THE RECOMMENDATIONS

The Working Party's thinking would ideally have been matched by a course of the 'sandwich' type in which the first part was conducted by a college of education, the second part was spent as a probationer teacher still under training but in employment and the third part was a continuation of the course in the same college of education. There were problems, however, which made such a 'closed-circuit' 'sandwich' course impracticable. For example, teachers in employment throughout Scotland, and perhaps out of Scotland, in the second part of the course, could not each be expected to return for the third part to the college in which they had received their pre-service training. Even where such a return was possible, e.g., in the western part of the central belt, the load on the colleges in this area might be beyond their resources. The Working Party therefore had to find a practical alternative which ensured that the third part of training might be successfully accomplished.

The Working Party proposed the following general pattern of training for teachers seeking the Teaching Qualification (Secondary Education). There should be a period of initial training (Phase I), a period of probationary service as a trainee teacher (Phase II) and a further period of training (Phase III). The three Phases would last for two full sessions and a student would be required to complete successfully each of the Phases to gain the Teaching Qualification. While the probationary period under this arrangement would be reduced from two to one years it would become an integral part of organised training.

PHASE I

The responsibility for training in this Phase of pre-service training would rest with the colleges of education. On successful completion of the Phase a student would be recommended by the governing body of the college for provisional registration with the General Teaching Council. Since this provisional registration would mean that the student was considered fit to enter the profession as a trainee and to begin his period of supervised teaching, this first Phase would require to be both vigorous and vigorously tested. Phase I would last from the beginning of September until the following April and would consist of an introductory period, covering most of September, of 'observation' in the schools and two terms of 10 weeks each, with almost half of each term devoted to teaching practice.

Phase I would deal with an introduction into the nature of teaching and the types of problem the student was likely to meet in Phase II; certain subject areas, e.g., guidance, counselling, curricular development, outdoor education, remedial education could well be postponed; others such as the history of education might be covered by a course of prescribed reading. The general aim of Phase I would be to ground students sufficiently in both professional and subject studies and to enlighten and strengthen their growing competence in practical teaching. In practical terms colleges would require to re-distribute their theoretical studies and, since it could not be guaranteed that students would return in Phase III to the colleges in which they had completed Phase I, to co-ordinate their training policies. Teaching practice during each of the two terms would be for an uninterrupted period of at least four weeks with each student being made to feel that he was a true apprentice to the experienced teacher and being given a reasonable chance to take this practice in different types of schools. School staff and college tutors would co-operate in assisting students and in assessing teaching practice. While ultimate responsibility for all assessment in this Phase, in both practical and theoretical fields, would lie with the colleges the final decision on whether a student should be allowed to enter Phase II should be, and be seen to be, the joint work of representatives of college and school.

PHASE II

The aim of Phase II would be to provide an improved form of probationary service and to integrate this into the training process. The Phase would last for three terms, i.e., the summer term of the first year of training and the winter and spring terms of the second year. Entry to Phase II would depend on a graduate securing a suitable post as a trainee teacher in a secondary school. In this teaching post the trainee teacher, as a provisionally registered teacher, would be entitled to the same status and emolument as the present provisionally registered teacher who has completed his professional training and is serving a two year period of probationary service. To ensure that the trainee teacher would have time for reflection and discussion with experienced teachers, the headteacher (or his representative), college tutor, to attend seminars, to meet tutors at colleges of education etc., he should not be asked to undertake a teaching load of more than 60-70 per cent of the teaching week. In addition the trainee would be expected to engage in discussion of such aspects as the pattern of curricular provision of the school; discipline and guidance; extra-curricular activities. He would be expected to receive systematic instruction in school organisation and administration and would be given the opportunity to study methods of assessment, school records and school reports. Where possible full use should be made of teachers' centres so that trainees from different schools in the same area could be brought together to discuss mutual problems. Thus a wide range of individuals, employers, local authority advisors, headteachers, teachers and college tutors would have a direct interest in the welfare of the trainee teacher.

As far as schools were concerned the supervision of the progress of the trainee teacher would require careful organisation and co-ordination. The Working Party proposed that each school should be required to nominate a senior member of staff - a regent - who would be generally responsible for the overall supervision of Phase I students and Phase II trainees. This would be a new post in secondary schools the duties of which would include the reception of students in schools; the checking and supervision of their timetable; consultation with the principal teacher of the appropriate subject department on the trainee's departmental work, including subject matter, methods and assessment; the organisation of regular contact between

subject teachers and college tutors; the planning of discussion groups and seminars in which experienced teachers, trainees and students would participate; and the provision of means whereby teachers and college tutors could discuss the progress of their younger colleagues. The appointment would carry with it the right of access to the college authorities and the definite locus in the training system which are required if schools, with the help of the colleges, are to be in charge of Phase II training. In-service training would of course be required for teachers who were appointed as 'regents'.

Theoretical studies begun in Phase I might be continued in Phase II, and subsequently resumed in Phase III, through an assignment of work undertaken by the trainee in Phase II. The assignment would be closely related to the work of the trainee in Phase II, would be completed in sufficient time for it to be assessed by the end of May of the second year and would be one of three conditions of final registration i.e., the head teacher's report on Phase II, the assignment and a report on Phase III.

PHASE III

This compulsory Phase, which would cover the last term of the second session in training, is designed to enable the trainee to obtain fresh insights and re-organise his personal theories about education which were synthesised for him in Phase I and were tested in practice in Phase II; and to add studies in depth of elements not covered in Phase I. Entry to Phase III would depend on a satisfactory report by the head teacher on his performance in Phase II and the trainee would be required to make arrangements with his employing authority for release from school duties for a period of eight school weeks or approximately forty days.

Since trainees in Phase II would be dispersed throughout Scotland, many would be unable to undertake Phase III courses in the Phase I college and arrangements would be required to enable courses to be run in colleges or centres conveniently placed to schools where the trainees are teaching. Since colleges would thus have the dual function of initial training and local or regional provision, the work of this Phase would require to be shared by all of the colleges of education, and certain colleges would have to be closely related to 'outlier' centres within their allocated areas.

Course pattern would vary in Phase III; there might be two courses each of four weeks; or courses held on selected days within the total period leaving the rest of the week for preparation and prescribed written work. Course content would also vary e.g., completion of the Phase II assignment; ad hoc minor assignments; discussion groups and seminars etc., in which the main topics might be problems arising from practical teaching, the development of the curriculum to suit the changing needs of the pupils and problems of school and society.

Mention was made earlier of other courses which lead to the award of the Teaching Qualification (Secondary Education) viz. the 2, 3 or 4 year courses in such subjects as technical education, physical education, speech and drama and music and the courses at colleges of education leading to the award of the B.Ed. The Working Party considered the impact of its proposals on both types of courses. As far as the former were concerned the final session of a concurrent course could commence at the beginning of September and conclude in the following April and be regarded as Phase I; Phases II and III would then follow according to the pattern recommended for post-graduate students. As far as the latter were concerned it was felt that the degree of B.Ed. would correspond to a university degree plus Phase I; Phase II would extend from August in the year of graduation for three terms and full registration would be granted on the basis of the degree, the training in Phase II and the head teacher's report and completion of an assignment as described above; Phase III would not be compulsory but it would be expected B.Ed. trainees would be enabled to take such share as was possible in the courses organised in that Phase.

Finally, having reaffirmed the necessity for all three Phases in the proposed pattern of initial training, the Working Party regarded it as essential to move, as soon as resources including staffing make it possible, to a situation in which all teachers would be required to take periodic in-service training. The pattern of training proposed was indeed designed to point the way to further avenues of training for teachers and so increase their effectiveness.

ENGLAND AND WALES: REPORT OF THE JAMES COMMISSION

"Teacher Education and Training", a report by a Committee of Inquiry appointed by the Secretary of State for Education and Science, under the Chairmanship of Lord James of Rusholme; London, Her Majesty's Stationery Office, 1972

PRINCIPLES OF THE REPORT

Two principles have governed the thinking from which our proposals are derived, both of which are, of course, subservient to the axiom that the interests of the children and students in schools and colleges take priority over those of institutions or even of the teaching profession itself. First, proposals should be capable of speedy implementation and should relate to the immediate future, since it would be unrealistic in the extreme to attempt to construct a system capable of lasting indefinitely. The best that we could hope to do would be to e- -e that the proposed arrangements offered a framework for growth and development over perhaps the next 20 o. 25 years, sufficiently flexible to accommodate the changes which will inevitably take place in that time. Secondly, the proposals should reflect and help to enhance the status and independence of the teaching profession and of the institutions in which many teachers are educated and trained. For too long the teaching profession has been denied a proper degree of responsibility for its own professional affairs. For too long the colleges of education have been treated as junior partners in the system of higher education. It is hoped that the implementation of this report would do much to encourage both the profession and the colleges to move forward to a new degree of independence and self-determination. The application of these principles has led all of us to a solution which depends more upon the better use of resources already committed than upon a diversion of additional resources from other desirable objectives in social and educational policy.

SUMMARY OF THE REPORT

Education and Training

All teachers need to be well educated professionals but the specific kind of preparation a teacher needs obviously depends upon the kind of school in which he plans to work, his specialism (if any) and the age range of the children or young people he intends to teach. Differences in the preparation for teaching do not necessarily, however, denote any difference in the rigour of the preparation or in the intellectual demands on those who undertake it. It is a clear recommendation of this report that, given an appropriate educational base, the professional training of all teachers should be the same in length and structure, however different in its emphases and the details of its content, and that preservice higher education and professional training for all school teachers should extend over at least four years. The fact that all initial teacher training will lead to the same professional qualification must reduce that divisiveness (between primary and secondary, graduate and non-graduate) which has bedevilled the teaching profession for so many years.

For many teachers at present, education and training are combined in the concurrent courses offered in the colleges of education and in the education departments of the polytechnics. It would be wise to identify and preserve the virtues which flow from such courses, and how this might be achieved is discussed below. Meanwhile, it must be said that the present pattern of training, despite its merits, has been the cause of widespread misgivings. Criticisms of the present system, which we hold to be justified, point to the need for a radical solution.

A number of the criticisms apply to consecutive as well as to concurrent training. Much of the theoretical study of education is irrelevant to students who have had, as yet, too little practical experience of children or teaching, and the inclusion of this theoretical study is often at the expense of adequate practical preparation for their first teaching assignments. In the attempt to produce fully competent teachers by the end of the initial course, timetables become overloaded and the essential is sometimes sacrificed to the desirable. In the attempt to cover a very wide range of subject areas, the number of small teaching groups has been multiplied, with a consequent uneconomic use of resources. The concurrent course, moreover, suffers from a confusion of objectives and a tension between the personal education of students and their professional preparation.

Taken together, these criticisms represent a problem to which there is no obvious solution, unless the initial higher education, preservice training and induction, and subsequent inservice training of teachers can be regarded as consecutive parts of a continuing process, in which all the parts are indispensable and, although separate, interrelated. The essential prerequisite is that there must be adequate opportunities for the continued education and training of all teachers, at intervals throughout their careers. Only then can the objectives of preservice training be sensibly determined. Only then can the professional preparation of intending teachers be as specialised and functional as their initial needs dictate. There is a still more important reason for emphasising the need for better inservice opportunities: it is only from a basis in teaching experience that teachers can derive the best from professional education and training. Moreover, they need to update and extend their knowledge and skill, and to adapt themselves to the changes they are bound to face in their teaching careers. This report has been written on the assumption that it is possible and desirable to divide the education and training of teachers into three consecutive stages: the first, personal education; the second, preservice training and induction; and the third, inservice education and training. The term "cycles" has been chosen for these stages.

The first cycle should consist of a course of study leading to a higher education award recognised as a qualification for entry to the second cycle. A university or Council for National Academic Awards degree would be a suitable first cycle award for some teachers, including, it is hoped, a growing number completing joint honours courses in which educational studies were combined with another discipline. Certain other specialist qualifications would also be acceptable. For some teachers, on the other hand, a different kind of educational base would be more helpful. It is recommended that there should be a two-year course leading to a new award, to be called the Diploma in Higher Education (Dip.H.E.). The course would be broad in scope and would include, for all students, a substantial element of general studies, occupying about a third of the time, combined with rigorous study of normally two special subjects, one of which might or might not be related to educational studies, chosen by the students from a range of options. The course would interrelate the special and general studies and would be constructed on a unit basis. The award would depend on the successful completion of not less than a specified number of units. It cannot be over-emphasised that the proposed Dip.H.E. could not be equated with the preparation of primary teachers nor exclusively with the education of teachers.

The Dip.H.E. course, although designed with the needs of teachers in mind, should be widely acceptable to prospective students and employers alike. It would be well suited to the needs of the many sixth formers who, because there is no attractive alternative, enter existing higher education courses without proper motivation. The introduction of such a course would meet many of the criticisms of present arrangements. The students in the colleges, those who intended to teach and those who did not, would be there because they had chosen the course that was offered and not because they had had to commit themselves to a course of professional training for which they were not fully motivated, simply in order to obtain higher education. For students who had not yet made up their minds about their future occupation, there would be no obligation to commit themselves to a career choice at the age of 18. There would be an end to the complaint that some students feel "trapped into teaching" because the qualification with which they leave their college is not valid in any other occupation. On the other hand, some students following the diploma course with no predisposition towards teaching might become attracted to it. For some students, the Dip.H.E. would be the basis for subsequent professional teacher training, but for others it would be a perfectly acceptable terminal qualification. Some might go on to train for certain other professions, and some might move on to degree courses in universities, polytechnics or within the college system.

The colleges would contain a large range of students who, on completing the diploma course, would proceed on a number of different paths. The colleges would therefore no longer be training teachers in isolation. This solution to the problem of isolation would be better than the "diversification" often urged, which seems to imply an unrealistic proliferation of specialist training courses for different professions, within the same institutions.

Unquestionably, however, any new system must continue to meet the needs of the many students who feel from the outset a strong commitment to teaching. For many teachers in primary and nursery schools, for a number of 'generalist' teachers in middle and secondary schools and for some secondary specialists in such areas as home economics and physical education, the established pattern of concurrent training, for all its

weaknesses, has had great value and relevance. Two of the chief benefits are these: first, the course gives students an early introduction to educational studies, related to practical experience of the classroom against which to test the generalisations arising from their theoretical work; secondly, it enables them consciously to integrate their personal education with the prospective requirements of their work as teachers. The kind of consecutive pattern now proposed, involving a cycle of personal education followed by a cycle of training, would have to give such students similar opportunities to make early progress towards their occupational goal. They would be able to choose educational studies as their special studies in the diploma course and they would also have, as part of the course, the opportunity for practical observation of learning and teaching situations in schools, nurseries and other institutions. They would be helped to make appropriate connections between what they learned in college and what they would eventually teach in schools. Students with these aspirations would be able to follow a diploma course similar in important respects to the first part of a concurrent course, although there would be one notable difference in that those who changed their minds about wanting to teach would be able to leave after two years, with a qualification to show for their work. Some colleges - for example specialist colleges of home economics or physical education, and colleges specialising in training for primary and nursery education - might choose to concentrate very largely on education-oriented courses of this type, and to attract students predominantly from among those who were already determined to teach.

Many of the students proceeding to the second cycle would no doubt prefer to remain in the institution in which they took their first cycle course, but they would not be obliged to do so. Transfers at the end of the first cycle would be readily possible and would be necessary, to take two examples, for students wishing to pursue a specialist interest developed after entry into higher education or for many whose first cycle institution did not offer teacher training courses. For all intending teachers, the second cycle would consist of two years of professional preparation. The first year would normally be in a professional institution, whether a college of education or the education department of a university or polytechnic, and would cover both the theoretical exploration of disciplines contributing to the study of education, and practical work. The training would be specifically related to the teacher's prospective needs in his first appointment. For students whose first cycle course had included no educational studies there would be additional courses or studies. At the end of the first year, successful students would be recommended to the Secretary of State for recognition as "licensed teachers" and would proceed to the second year of the cycle, which would consist of largely school-based training.

At the beginning of this second year, a licensed teacher would take up his first teaching assignment, but with a deliberately reduced timetable. He would be released for the equivalent of not less than one day a week, for attendance at a professional institution or "professional centre" where he would take part in discussions and seminars and have the opportunity for further study. He would be able to look for help and advice to a teacher on the staff of his school who would be designated a "professional tutor", with particular responsibilities for helping new teachers on the staff and students-in-training receiving practical experience, as well as for co-ordinating the inservice training arrangements for all teachers in his school. The second year of the second cycle would thus combine the first year of service and the last year of initial training. Teachers successfully completing this year would become "registered teacher" i.e., full members of the profession.

The whole of the second cycle would be designed on the assumption that all teachers would have substantial opportunities for continued education and training during their professional careers, and its objectives would accordingly be realistically limited. Arrangements for the second year of the cycle would mean that, for new teachers, a period of systematic induction, with proper supervision and support, and with time for reflection and study, would replace the existing probationary arrangements which have been widely condemned. The fact that the second year would be an integral part of initial training would make it possible to reduce the role of formal teaching practice in the first year of the cycle. The current arrangements for teaching practice are in any case under considerable strain, because of pressure on the schools, the difficulties of giving students appropriate supervision and the great distances college tutors often have to travel in order to spend relatively little time with their students. The new arrangements would place more emphasis on that valuable practical experience which can often be given through college-based activities, including the use of video-tape recordings, micro-teaching techniques and other small group work with children brought into college for the purpose.

Since entry to the second cycle would depend upon the successful completion of an approved course of higher education extending over two years or more, it is recommended that all students who then successfully completed a further two years of professional training in the second cycle should receive the award of a professional degree of B.A.(Education) on the basis of the assessments described in this report. This would be a more effective and satisfactory way of achieving an all-graduate profession than would be an arbitrary (and, for some considerable time, impracticable) insistence that all teachers should possess academic degrees of existing types, which in any case would be an unsuitable educational base for many teachers. The award of this new degree would depend on the satisfactory fulfilment of a professional role in the schools as well as on academic attainments. With its introduction, the B.Ed. degree should cease to exist in its present form as an initial qualification, although it would have an important future as an inservice award, especially if, as has been suggested in this report, it could subsume a number of the existing advanced diplomas in education. Students of good ability, who wished not only to make an early entry into teaching but also to pursue their studies to a higher level, would be able to return to selected professional institutions for a one year course leading to the degree of M.A.(Ed.), either at the end of the second cycle or after an interval of further teaching experience. Within the college system there would also be opportunities, in selected colleges, for students to take three year degree courses developed from the Dip.H.E. The validation of these awards and of the Dip.H.E. is discussed below.

The third cycle covers the very wide range of activities which serving teachers should undertake at intervals throughout their working lives, to continue their personal education and extend their professional competence. In no area covered by this inquiry has criticism of present arrangements been more out-spoken or more general. In no area do the proposals of this report deserve greater emphasis. The proposals for the third cycle are clear: all teachers should be entitled to release with pay for inservice education and training on a scale not less than the equivalent of one term in every seven years and, as soon as possible, on a scale of one term in five years. This entitlement would be satisfied only by release for designated full-time courses lasting at least four weeks, or their approved part-time equivalents, and would be in addition to any shorter term third cycle activities in which teachers took part, whether or not these involved release from school. There should also be a considerable expansion of these shorter term opportunities. To commit energies and resources to a development of the third cycle along the lines envisaged here would be the quickest, most effective and most economical way of improving the quality of education in the schools and colleges and of raising the standards, morale and status of the teaching profession. For third cycle activities on the scale proposed it would be essential to set up appropriate machinery to identify needs and to co-ordinate arrangements to meet them.

Administration, finance and the validation of awards

The implementation of the proposals outlined here for the education and training of teachers, involving systematic arrangements for the induction of new teachers in the profession, a large expansion of third cycle work and the organisation of a network of professional centres (in addition to profesional institutions) for both second and third cycle activities, would require strong regional agencies. This pattern of regional bodies would need to be a modification of the existing A.T.O. (1) system, but with considerably enlarged responsibilities and important structural changes. First, any reorganisation of the system (particularly in view of the imminent reorganisation of local government) should take the opportunity to end the present wide variations in size of the A.T.O.s and achieve a more sensible grouping. It has been argued in this report that a division of England and Wales into 15 regions would produce regional bodies of a suitable size. These bodies might be called Regional Councils for Colleges and Departments of Education (R.C.C.D.E.s). Secondly, although the new bodies, like the present ones, should involve all the partners in teacher education and training, the opportunity should be taken to end the present anomaly that only some universities, and some polytechnics, are concerned. All these institutions of higher education, and not just a largely fortuitous selection of them, should be involved in the important work of preparing teachers for the nation's

(1) The Area Training Organisation (A.T.O.), the setting up of which was recommended in the McNair Report (1944), is responsible for the general organisation of teacher training in a given geographical area. Represented on the body are the university, colleges of education and Local Education Authorities of the area.

schools and colleges. Some universities and polytechnics would continue to train teachers but all should have the opportunity, through those of their members who had appropriate interests, to contribute expertise, advice and help of various kinds, and all should be represented in the new regional structure. Thirdly, those universities on which A.T.O.s are based at present should be relieved of the somewhat anomalous responsibility for financing the administration of a system whose composition represents a very wide partnership, whose functions will increasingly extend far beyond the ambit of the universities and whose finance is drawn very largely from non-university sources. The administration of the R.C.C.D.E.s should be financed by direct grant from the Department of Education and Science (D.E.S.) and should be independent of any one partner. The R.C.C.D.E.s should appoint their own Directors and administrative staff and conduct their own negotiations with outside bodies. On this footing, they would be well able to resist undue pressures whether from inside or outside. Fourthly, it is necessary to distinguish between the planning and administration of a regional organisation for teacher education and training and the validation of awards.

Above the regional agencies, and representing them, there should be a national body, perhaps called the National Council for Teacher Education and Training (N.C.T.E.T.). The constitution and powers of such a body, and of the R.C.C.D.E.s, would reflect the distinction referred to above between the professional/planning aspect of the system and the academic/awarding aspect. The N.C.T.E.T. and each R.C.C.D.E. would have two strongly constituted and appropriately composed committees, the professional committee and the academic committee. All professional teaching qualifications, including the B.A.(Education) and all inservice professional awards, must be dependent upon recognition and approval by the N.C.T.E.T. It should make recommendations to the Secretary of State on the recognition of "licensed" and "registered" teachers. It would also be empowered, itself, to award the B.A.(Education). An essential feature of the scheme would be that the N.C.T.E.T., whose professional committee would be strongly representative of the teaching profession, would be the final arbiter on questions of which first cycle qualifications were acceptable for admission to teacher training and which professional qualifications the Secretary of State could be recommended to approve. The teaching profession would thus be given a greater measure of control over its own professional destinies than it has ever had before.

Decisions about the numbers of teachers needed by the schools (and thus of the second cycle places to be provided in the system), as well as decisions about the total level of resources to be committed to first, second and third cycle activities would be properly taken by central government and by local authorities acting in concert. These national decisions would be incorporated in guide lines issued by the N.C.T.E.T. to the Regional Councils who would elaborate them as detailed strategies. The R.C.C.D.E.s would provide the framework for the co-operation in these tasks of all the interests involved: Local Education Authorities, maintained and voluntary colleges, universities, polytechnics, teaching staff in schools and F.E. colleges and the D.E.S. All would contribute to a discussion of priorities and would influence the distribution of resources, by having a recognised responsibility for making recommendations on these questions to the constituent members of the R.C.C.D.E.s. In this way, the colleges of education would be given an effective say, at present denied them, in how the available resources should be used, without encroaching upon the proper financial responsibilities of the providing bodies.

The academic committee of the R.C.C.D.E.s would be concerned with the first cycle work in the colleges, namely courses for the Dip.H.E. and degree courses based upon it. The problem of how the new awards of the Dip.H.E. and the B.A.(Ed.) could best be validated has had our prolonged and careful consideration. Three major factors influenced the recommendations on this question. First, it was most important for both awards to be launched without delay, with strong and unequivocal support, so that they could quickly gain national recognition. It has been argued in the report that the necessary machinery should be set up with all possible speed so that the first awards of the Dip.H.E. might be made in 1975 and of the B.A.(Ed.) in 1977. Secondly, it was impossible to foresee whether existing degree-granting bodies would wish to be responsible for the Dip.H.E. or would regard it as an appropriate qualification for them to award. Thirdly, it was of the utmost importance that the N.C.T.E.T., whose professional committee would be strongly representative of the teaching profession, should finally decide which first cycle awards should be acceptable for intending teachers. These considerations have pointed to the conclusion that the N.C.T.E.T. should be empowered to award the Dip.H.E. as well as the B.A.(Ed.). There are, however, some important qualifications to the second of the three factors mentioned above. The report has discussed the advantages of validation of the

C.N.A.A. of the Dip.H.E. and the development in some colleges of new-style degrees based upon it. The possibility is also acknowledged in the report that some universities might wish to do the same, for the Dip.H.E. or this degree work, or both. In that event, the academic/awarding function of the new structure might be remitted quite soon to the C.N.A.A. or in some cases to universities. The combination of academic and professional functions within the same structure, which would otherwise be necessary, would cause problems but these could and should be overcome. In time the differences in the duties of the academic and professional committees of the N.C.T.E.T. and the R.C.C.D.E.s might lead, especially if the Dip.H.E. were adopted by a wider range of institutions, to the establishment of two separate national bodies, with a corresponding differentiation at regional level. Of the third factor mentioned above, however, there would be absolutely no qualification; that is, the N.C.T.E.T. should be firmly given the responsibility for deciding which first, second and third cycle awards were professionally acceptable. This would be an essential principle for the N.C.T.E.T. jealously to guard.

Some wider questions

Any new proposals for the education and training of teachers must be formulated to some extent against the background of the higher education system as a whole. A detailed examination of this wider context would be beyond the terms of reference of this inquiry, but there are some aspects of it which must be our concern. It is significant, for example, that the prospective expansion of the higher education "base" will substantially increase the numbers of educated men and women from among whom new teachers may be recruited. Moreover, the terms of reference of the inquiry, by inviting a consideration of whether it is possible to end the "isolation" in which many teachers are educated and trained at present, themselves require attention to the implications which proposals may have for other kinds of higher education. Perhaps most important of all, the very successes of the teacher training establishment in responding to the demands placed upon it, together with some stabilisation in the total size of the school population, have created problems and presented opportunities. To put it bluntly, the supply of new teachers is now increasing so rapidly that it must soon catch up with any likely assessment of future demand, and choices will have to be made very soon between various ways of using or diverting some of the resources at present invested in the education and training of teachers.

A number of possible choices have been elaborated in the body of this report. First, the problems of teacher training cannot adequately be solved unless teachers in the schools and F.E. colleges have the opportunity to play a more effective part in the professional formation of new and aspiring entrants. This is especially the case if, as we firmly believe, the so-called probationary year must be transformed from its present character of an ordeal to be endured into an extensive and meangingful period of professional training. Secondly, it is essential that all teachers should have a series of opportunities for continued education and training throughout their careers, more systematically and on a more substantial scale than is possible under the haphazard and inadequate arrangements at present in force. Both these suggestions would have important implications for the staffing of the schools; neither would be feasible without significant and continuing improvements in present staffing ratios. Both suggestions would also imply a substantial demand for training places, additional to those needed for preservice training. This report makes a third, and very important, suggestion for using the existing resources of the teacher training system to great advantage. The introduction of the Dip.H.E. would attract into the colleges many students other than intending teachers and would give them educational opportunities well suited to their needs, besides broadening the educational and social environment in which many teachers received their education and training. The educational and social arguments for the Dip.H.E., both as a terminal qualification and as a base for academic and professional degrees, are, to our mind, conclusive.

To make satisfactory provision for the three needs outlined in the last paragraph would more than take up the existing capacity of the teacher training establishment. Indeed, a growth in the popularity of the diploma might require an expansion of the college system which, to judge by recent experience, the colleges would be well able to achieve. Such an expansion would be highly desirable in any case since the colleges would be asked to make important innovations and would be better able to do so in a context of expansion than in one of stagnation or contraction.

The pattern of teacher training recommended in this report would make possible a highly sophisticated and sensitive control of teacher supply, in terms both of numbers and composition. The control would operate at the point of entry to the second cycle. Decisions taken then would have a significant effect on the supply of teachers twelve months later, when the students admitted would become licensed teachers, and would be fully effective twelve months after that, when the students were registered as full members of the profession. There can be no reasonable doubt that, with the general expansion of higher education and the development of the Dip.H.E., the number of holders of formally acceptable first cycle awards wishing to proceed to teacher training would exceed the number of second cycle places required. The problem would not be one of under-supply, but of the necessity for careful selection to match the supply to the needs of the schools. Within the framework of national decisions on supply and of consequent guide lines issued by the N.C.T.E.T., it would be an important part of the functions of the R.C.C.D.E.s to establish criteria for the selection of entrants to the second cycle.

THE THIRD CYCLE

Much of the argument of this report depends upon the proposals made for the third cycle. To none of our recommendations do we attach greater importance than to these, for they determine a great deal of the thinking which underlies the report as a whole. Any proposals to improve the methods by which a profession acquires new members must take a long time to become fully effective. Meanwhile, established members of the profession need opportunities to improve their professional status and standards. Many teachers at present are outstandingly effective and successful, have a clear understanding of their professional aims, and enjoy a high degree of satisfaction in their work. Others are less fortunate. It is no accident that teachers in the former category tend to be those who have had the benefit of inservice opportunities to extend their personal education and professional skills. It is all the more important, therefore, that every teacher should have access to such opportunities in the third cycle. The best education and training of teachers is that which is built upon and illuminated by growing maturity and experience. For this reason alone, the third cycle has prime importance.

The third cycle comprehends the whole range of activities by which teachers can extend their personal education, develop their professional competence and improve their understanding of educational principles and techniques. The term thus covers a wide spectrum, at one end of which are evening meetings and discussions, weekend conferences and other short-term activities, with limited and specific objectives and taking place usually, but not always, in the teachers' own time. At the other end are long courses leading to higher degrees or advanced qualifications, and requiring the release of teachers for full-time attendance at suitable establishments. At this end of the spectrum, too, may be periods of release to take part in curriculum development and evaluation, or in other projects and investigations. For some teachers there may be periods of secondment to fields outside teaching, so that they may widen their experience and thereby enrich their contribution to the schools. Between lies a wide variety of courses and other activities, of different lengths and patterns, serving many different purposes. These activities may be part-time or full-time, or may include periods of both. They may take place entirely during school hours and require the release of the teachers concerned, or be entirely in the teachers' own time, or they may involve a mixture of both. For this large and complex field, it is clear that "inservice training", however convenient as shorthand, is a very misleading term.

The needs of the third cycle

All teachers ought to have opportunities to extend and deepen their knowledge of teaching methods and of educational theory. When special studies of teaching methods have identified improved techniques it is important that the results should be widely communicated to teachers in the schools. All teachers should have the opportunity to acquire a better understanding of the principles and methods of educational technology, especially if this was not imparted to them in initial training. All teachers need to keep abreast of the results of educational research and experiment, and to be informed about the use of new books, materials and equipment.

All subject specialists will need to refresh and extend their knowledge of their special interests, and general teachers to widen their command of the content of what they teach. The single-subject graduate will find gaps in his background knowledge of some parts of his subject, and he may be called upon to teach one or more subsidiary subjects in which he may understandably be less confident. There are many other ways in which teachers may wish - or need - to acquire new subjects specialisms. Changes in curriculum may make new demands which teachers have to be equipped to meet. Particular examples of this are the introduction of modern mathematics, the development of science and French in primary schools and, in Wales, the growth of Welsh both as a subject of study and as a medium of instruction. Sometimes it may be a teacher's own choice to make a change. For example, a teacher of physical education may wish to develop a subsidiary subject or to reinforce a second subject which he is already teaching. There will be countless other examples of teachers who acquire new interests which they would like to develop as additional teaching skills.

Sometimes the acquisition of new subjects and skills may be dictated not so much by the inclinations of the teachers as by the needs of the schools. From time to time, shortages occur in particular subjects, such as science, mathematics, physical education for girls and religious education. It may well be that shortages of this kind will persist or recur in the future, so that some teachers will be asked to teach subjects for which their education and initial training has not prepared them. There are a number of other changes and adjustments that teachers may need to make. In recent years, for example, the teaching of young children has failed to attract - or, at least, to retain - enough new entrants, but fortunately there are many women and a few men who are drawn to this kind of work after experience with other age groups. There will be other teachers, of course, who move from primary to secondary work. Teachers need further training if they are to make changes of these kinds, especially if in future (as is suggested in Chapter 3) the objectives of the initial course are limited by making the training more specialised and functional.

There are other skills which it would not be desirable to include in initial training because they are better developed on the basis of some experience of teaching; examples are librarianship, careers advice and counselling. Some teachers turn to the teaching of children who suffer from some form of handicap. Teachers of some kinds of handicapped children are required to possess special qualifications, for which inservice facilities are needed. For others, this is not the case. It is suggested in Chapter 3 that a few colleges should provide in the second cycle training in the education of handicapped children, for those students with an early vocation to this kind of work. But some teachers will discover this vocation after they have started teaching, and will need access to the right kinds of training. There are also the special demands of teaching in multi-racial schools. An understanding of the multi-cultural nature of society should feature in any general education but it would be difficult to give all intending teachers practical experience in multi-racial schools, and it would be unrealistic to include in all initial training a study of the teaching problems involved, since many teachers would not encounter them at the outset of their careers. It would be sensible for suitably placed training institutions, and other professional centres of the kind described below, to include specific preparation for this kind of work in the second year of the second cycle, and for third cycle provision of appropriate courses to be given a high priority in areas where it is required. In the third cycle, too, there should be opportunities for immigrant teachers to equip themselves to teach in British schools.

Without moving from their schools, teachers may have to adapt themselves to important changes. New teaching methods, the introduction of new elements into the curriculum, movements of population or other local factors may change the character of schools and the nature of their work. Developments in local and national policies may have radical effects upon the way of life within particular schools. Examples of this are the preparations for the raising of the school leaving age, the introduction of first and middle schools and the reorganisation of secondary schools. Changes of this kind create problems of adjustment which inservice training facilities can do much to ease, but they are perhaps problems (although on a larger scale) of the same type as those which the individual teacher may encounter when he moves from one school to another. He, too, may have problems of adjustment - to new styles of organisation, different methods of teaching, different kinds of children. The help he needs in his induction into a new post, modest though it may be in terms of resources expended, is also an example of third cycle activity.

More substantial problems are involved in the induction into the profession of re-entrants, perhaps after an absence of several years. Re-entrants of this kind should have a high claim on inservice training facilities - preferably before, or very soon after, their return to teaching. The largest group of re-entrants consists of

married women, whose absence to have children of their own has left them out of practice and out of touch with developments in curriculum and method. A period of part-time teaching can do a great deal to help such teachers and part-time retraining, side by side with part-time experience, can be at least as valuable as, and often more convenient than, full-time secondment to training courses.

Many teachers in schools and colleges will gain promotion as heads of departments, deputy heads, deputy principals, heads or principals and it is right - for them and for the institutions in which they work - that they should be given adequate and systematic preparation for the larger responsibilities they have to assume. In their new posts they will have to lead staffs whose combined knowledge and experience is far wider than their own, and will have to co-ordinate and direct the talents of these teachers to the best advantage of the schools. They will need to develop a clear idea of the aims and functions of their schools or departments and to assess the present and potential contribution of those serving under them. For this role - managerial as well as professional - the right kind of training is of great importance. Moreover, the teaching profession is rightly regarded as a recruiting base for other related occupations; for example, educational psychology, educational administration, Local Education Authority (L.E.A.) advisory services, H.M. Inspectorate and the professional training of teachers. Teachers with ambitions in these directions will look for opportunities to prepare themselves and it should be possible within the third cycle to meet at least some of their needs.

Many witnesses have urged the importance of wider opportunities for research, not only for the staff of colleges of education but also for practising teachers. A great deal of educational research must make use of direct observations of school situations and the experience of practising teachers, but the conduct of research - especially of fundamental research - requires special skills and techniques and a degree of detachment not easily reconciled with the day-to-day demands of a teacher's work. The term is generally used, however, in a much wider sense, to include, for example, the studies in depth which experienced teachers may wish to make into particular aspects of the nature and development of children and the techniques of teaching and learning, or special studies, linked with social and community work, of the personal problems of individual children. The term also includes investigations and development projects, not least the projects sponsored by the Schools Council, in which many teachers have already been involved. The staff of colleges and schools should have the fullest opportunity to initiate or take part in such activities and the staff of colleges of education (as well as of University Departments of Education) should have opportunities to undertake suitable "pure" research projects. Research workers who come into the schools to pursue their studies should collaborate fully with the teachers concerned and the teachers who are involved in this way should be those who are interested in, and in sympathy with, the objects of the research. Teachers who particularly wish to take part in this kind of activity should have inservice opportunities to familiarise themselves with research techniques. "Research" in its widest sense includes the evaluation which all schools should regularly make of their own activities, to keep under continuing review both their objectives and the results they are achieving.

Included in the third cycle must be opportunities to obtain degrees, higher degrees and advanced professional qualifications. During the next few years there will undoubtedly be heavy demands for inservice courses leading to degrees.

Institutional requirements and implications

Implications for the schools

Inservice training should begin in the schools. It is here that learning and teaching take place, curricula and techniques are developed and needs and deficiencies revealed. Every school should regard the continued training of its teachers as an essential part of its task, for which all members of staff share responsibility. An active school is constantly reviewing and reassessing its effectiveness, and is ready to consider new methods, new forms of organisation and new ways of dealing with the problems that arise. It will set aside time to explore these questions, as far as it can within its own resources, by arranging for discussion, study, seminars with visiting tutors and visits to other institutions. It will also give time and attention to the introduction of new members of staff, not only those in their first year of teaching but all those who are new to the school. Heads of schools, heads of departments and other senior teachers should be especially concerned to assess the needs both of their schools and of teachers on their staff and to encourage teachers to take the opportunities offered outside the school for inservice education and training, whether these involve part-time day release, attendance at full-time courses or participation in vacation, weekend or evening activities.

There is no general agreement on the most appropriate length for full-time courses in the third cycle. Nor can there be, in view of the widely differing needs to be covered. At present such courses normally last either one term or one year, although there have been experiments involving six-weeks or half-term courses. Precise patterns should not be prescribed but it is important to emphasise that a teacher's entitlement to inservice training should be satisfied only by release for substantial courses, each of which should last at least four weeks full-time, or the equivalent in a coherent and continuous part-time course. Any evening, weekend or vacation courses or other short-term activities which might, or might not, involve release from school should be in addition to the basic entitlement. Many teachers already give up their own time to attend courses designed to improve their professional competence. There is no doubt that they would continue to be willing to do so. The development of longer and full-time courses should not be bought at the expense of those valuable short-term activities, which should themselves be expanded considerably. Indeed, it might be necessary to devote to them alone resources equivalent to the total now expended on third cycle courses of all kinds.

Every school should have on its staff a "professional tutor" to co-ordinate second and third cycle work affecting the school and to be the link between the school and other agencies engaged in that work. Whether the professional tutor were the head or deputy head, as might be the case in a small school, or a designated member of the staff in a larger school, it would be important for all teachers designated as professional tutors to be among the first to be admitted to third cycle courses, so that they could be trained for their new tasks. Among the responsibilities of the professional tutor would be that of compiling and maintaining a training programme for the staff of the school, which would take account both of the curricular needs of the school and of the professional needs of the teachers.

Professional Centres

The provision and management of a programme of third cycle activities on the scale proposed, together with the training to be given to 'licensed teachers' in the second, largely school-based, year of the second cycle, would depend upon the existence of a country-wide network of centres, for which the title 'professional centres' is suggested. Existing professional institutions (colleges and departments of education) would normally include the functions of professional centres among their other functions, that is, in addition to their responsibilities for the first year of the second cycle and for first cycle work, but there would also need to be other centres as described below. The existing professional institutions, in assuming the functions of professional centres, would be even more widely involved than at present in a range of inservice work. They would be the main providers of full-time substantial courses, including those leading to recognised professional awards. They would become centres for expertise in learning and teaching and for curriculum development, would act as channels for interpreting the results of educational research and, in some cases, would conduct research themselves. They would make use of the part-time services of experienced teachers and L.E.A. advisers. Their close contact with serving teachers in the schools, and especially with licensed teachers, would be of great benefit in helping them to evaluate and modify their own training procedures.

The number, distribution and size of professional centres (other than those based on professional institutions) would depend on local circumstances. Although there can be no hard-and-fast rules it is important that each centre should serve a sufficient number of teaching staff in schools and Further Education (F.E.) colleges to be economically and professionally viable, without becoming so large that teachers in the institutions with which it was associated could not develop a sense of personal engagement in its work. The extent of a local professional centre's responsibilities must obviously determine its need for accommodation. It should have its own basic premises and equipment and would need to have access to a workshop, tutorial and common rooms as well as to books, materials and equipment. For many purposes, however, it could share supplementary and specialist resources with other professional centres or with other institutions, and make use of facilities, such as laboratories and gymnasia, in schools with which it was associated. Only rarely, at least during the early years, should it be necessary to envisage establishing new purpose-built professional centres.

Professional centres, whether based on professional institutions or elsewhere, would become a forum for the exchange of ideas, information and experience, between new and experienced teachers, teacher-trainers and L.E.A. advisers. They would cover most of the day-to-day training requirements of the schools they served, and many of them would house, or arrange, more substantial courses. The third cycle courses and other activities run by these centres would be mainly for home-based students. It should be possible to cater for most of the needs by providing locally-based courses, although for some purposes (for example, courses for teachers living in thinly populated areas and special courses at regional or national centres) residential facilities would be required. They would not, however, be needed on a large scale and the prospective reduction in the number of initial training places required should make it possible to provide them without undue difficulty.

Conclusion

To implement the proposals made here for the third cycle would be a major new departure, of profound importance to the future of education in this country. It would involve bringing into partnership diverse agencies - schools, universities, polytechnics, colleges of education, advisory services, teachers' centres, resource centres and further education institutions. The establishment of such a planned partnership would be more productive of quality and probably more cost effective than any other measure proposed in this report or in the evidence submitted to the inquiry. Of all our recommendations, this deserves the highest priority.

APPENDIX/ANNEXE : COUNCIL OF EUROPE/CONSEIL DE L'EUROPE

"The role of the university in teacher education"

From 3 to 5 March 1970, a group of experts from various sectors (higher education, general and technical education, adult education, and the teaching profession) met in Strasbourg to discuss the role of the university in basic and continued education of teachers.

The group discussed the various aspects and questions of the basic and continued education of all teachers. It was agreed that, when speaking of the role of the university in this field, both traditional universities and new forms of comprehensive universities were covered by the term.

Summing up the main elements of its discussion, the group adopted the following conclusions:

1. Responsibility of the universities

(a) Teacher training should take place at university level

University level implies:

- a systematic and theoretical foundation of professional education (not just a formalisation of practical experience);
- a critical and innovatory attitude;
- research;
- the award of an academic qualification.

(b) The organisation and structure of teacher training at university level will vary from country to country in accordance with national peculiarities. A diversified system of university education may offer one solution. Within this framework a units-credit scheme may be adopted. New forms of educational organisation and technology should be introduced. It seems necessary that the traditional universities, in so far as they accept responsibilities for teacher education:

- adapt their structures to this specific task;
- revise subject matter curricula in the light of modern developments and educational needs;
- include in their programme adequate offerings of education (pedagogics) and other relevant social sciences;
- co-operate with the educational authorities in offering students opportunities for practical experience and professional insight.

(c) As far as this responsibility is accepted by the traditional universities, the training of teachers should be organised in faculties or departments of education or in equivalent university institutions.

(d) Whereas some universities may be organised with a special accent on teacher training and educational research, isolated educational universities are not recommended, because they would run the risk of becoming cut off from developments in other fields of scholarship, research and professional training.

2. Categories of teachers

It is assumed that, in future, the teaching profession will no longer be stratified according to the different categories of schools they teach in, but rather according to the different age groups taught and to the functions undertaken. Within the profession, every teacher should receive a certain amount of common basic training to be complemented by specialisation:

- for different age-groups (e.g., pre-school period, 6-10 years, 11-15 years, 16-19 years, adults);

- for different subjects (e.g., modern languages, physics, sports, music, etc.);

- for different functions (e.g. orientation and guidance, school administration, educational planning, educational research).

Specialisation may start sooner or later according to different needs.

N.B. As part of the rationalisation of the educational system, the staff employed in the schools of the future will consist of a variety of differently qualified personnel - as in the case of hospital staff, which is not only comprised of doctors.

3. Access

All teacher trainees should have university entrance qualifications. Teacher education should not only be open to those who decide to become teachers when leaving secondary school, but also to those who decide later In principle these would have to undergo the same basic training as the others. Account should be taken of their experience.

4. Content of the initial basic training

All initial basic teacher training should comprise the following elements:

(a) common studies for all teachers without regard to their later functions:

- education, including for instance curriculum studies and educational technology;

- relevant areas of psychology, including for instance social psychology and theory of learning;

- relevant areas of sociology, including for instance the educational system and the social and political functions of the teaching profession.

(b) specialised studies

- study in depth of one or more particular subjects, traditional or new, including a critical analysis of the subject, its structure, its interrelation with other subjects, its educational and social importance;

- special functions (e.g., pre-school or adult education, etc.).

(c) The basic education should also comprise a "clinical" phase where the trainee would have a first opportunity of combining theoretical studies with practical experience. The universities and the school authorities should co-operate in the provision of this practical training.

(d) The junior teachers will subsequently serve a probationary period (with full pay but only a part-time teaching load) in which evaluation and analysis of experience will be carried out through discussion.

5. Continued education

Every stage of teacher education should be seen as part of a continuum.

(a) Content of continued education

Continued education of teachers may serve the following purposes:

(i) up-dating in subject matter

(ii) specialisation (acquisition of additional skills, e.g. qualification to teach at a higher stage, qualification for orientation and guidance, headmastership of a school);

(iii) innovation (in the fields of curriculum, method, technology, etc.);

(iv) analysis of current problems.

(b) Responsibilities

Continued education of teachers should be a joint undertaking and the shared obligation of the academic institutions, the educational authorities and the teaching profession.

(c) Co-ordination of continued education

Co-ordination of facilities and activities of continued education can be undertaken by one of the co-operating bodies or by a new institution created for this purpose. Use should be made of educational technology and of correspondence courses.

"Le rôle de l'université dans la formation des enseignants"

Du 3 au 5 mars 1970, un groupe de spécialistes venus de différents secteurs (experts de l'enseignement supérieur, de l'enseignement général et technique, de l'éducation des adultes et représentants d'associations et de syndicats d'enseignants) s'est réuni à Strasbourg pour examiner le rôle de l'université dans la formation de base et le perfectionnement des enseignants.

Le groupe a examiné les divers aspects de la formation de base et du perfectionnement de tous les enseignants et les problèmes qui se posent à ce sujet. Il a été convenu qu'en parlant du rôle de l'université dans ce domaine, il faut envisager aussi bien les universités traditionnelles que les nouvelles formes d'universités globales.

Faisant la synthèse des points essentiels de ses délibérations, le groupe a adopté les conclusions suivantes:

1. Responsabilité des universités

(a) La formation des enseignants devrait se situer au niveau universitaire.

Le niveau universitaire implique:

- une base méthodique et théorique à l'enseignement professionnel (et pas seulement une formation à but pratique);
- un état d'esprit critique et innovateur;
- la recherche ;
- la délivrance d'un titre.

(b) L'organisation et la structure de la formation des enseignants au niveau universitaire varieront d'un pays à l'autre en fonction des particularismes nationaux. On peut concevoir un système diversifié d'enseignement universitaire. Dans ce cadre peut être aménagé un système d'unité-crédit. De nouvelles formes d'organisation et de technologie éducatives devraient être adoptées. Il paraît nécessaire que les universités traditionnelles, dans la mesure où elles acceptent des responsabilités en matière de formation des enseignants:

- adaptent leurs structures à cette tâche spécifique;

- revoient le contenu de leurs programmes à la lumière de l'évolution et des besoins en matière d'enseignement;

- incorporent à leurs programmes un enseignement adéquat de la pédagogie et d'autres sciences sociales appropriées;

- coopèrent avec les autorités compétentes en matière d'enseignement pour offrir aux étudiants la possibilité d'acquérir une expérience pratique et de s'initier à la vie professionnelle.

(c) Dans la mesure où cette responsabilité est acceptée par les universités traditionnelles, la formation des enseignants devrait se faire dans les facultés ou des départements de pédagogie, ou dans des établissements universitaires équivalents.

(d) Malgré le fait que quelques universités puissent être consacrées plus spécialement à la formation des enseignants et à la recherche pédagogique, il n'est pas souhaitable de créer des universités pédagogiques isolées, car il y aurait un risque qu'elles se trouvent à l'écart du développement des autres domaines du savoir, de la recherche et de la formation professionnelle.

2. Catégories d'enseignants

On pense qu'à l'avenir la profession enseignante ne sera plus stratifiée suivant les différentes sortes d'écoles dans lesquelles l'enseignement sera donné, mais plutôt suivant les différents groupes d'âge à enseigner et les fonctions à remplir. Dans cette profession, tous les enseignants devraient recevoir une certaine formation de base commune, qui serait complétée par une spécialisation:

- pour différents groupes d'âge (par exemple, période pré-scolaire, 6-10 ans, 11-15 ans, 16-19 ans, adultes);

- pour différentes matières (par exemple, langues vivantes, physique, éducation physique, musique etc.);

- pour différentes fonctions (par exemple, conseil d'orientation, administration scolaire planification de l'enseignement, recherche sur l'éducation).

La spécialisation doit intervenir plus tôt ou plus tard selon les besoins.

N.B. Dans la perspective de la rationalisation du système d'enseignement, le personnel dans les établissements d'enseignement de l'avenir représentera toute une gamme de qualifications diversifiées à l'usage du personnel hospitalier, qui ne comprend pas que des médecins.

3. Accès

Tous les élèves-enseignants devraient avoir les titres requis pour l'accès aux universités. Cette formation ne devrait pas être seulement réservée à ceux qui décident à la fin de leurs études secondaires de devenir enseignants, mais aussi à ceux qui prennent cette décision plus tard. En principe, ceux-ci devraient recevoir la même formation de base que les autres, compte tenu de leurs formation et expériences antérieures.

4. Contenu de la formation initiale de base

Toute formation initiale de base des enseignants devrait comporter les éléments suivants:

(a) Etudes communes pour les élèves enseignants, quelles que soient leurs fonctions futures:

- pédagogie - y compris l'étude des structures de programmes et des technologies éducatives;

- notions appropriées de psychologie - y compris par exemple, les psychologies de groupes et les théories de l'apprentissage;
- notions appropriées de sociologie - y compris par exemple, la fonction sociale de la profession enseignante et l'étude du système éducatif.

(b) Etudes spécialisées

- Etude approfondie d'une ou de plusieurs matières, traditionnelles ou nouvelles, comprenant une analyse critique de l'objet de cette matière, de ses structures de ses rapports avec d'autres matières, de son importance au point de vue éducatif et social;
- fonctions spéciales (par exemple, enseignement pré-scolaire ou éducation des adultes, etc.).

(c) La formation de base devrait également comporter une phase expérimentale - "clinique" - qui permettrait à l'élève-enseignant de confronter ses connaissances théoriques avec les réalités pratiques. Les mesures propres à assurer cette formation pratique devraient être prises par les universités et les autorités compétentes en matière d'éducation, agissant en coopération.

(d) Après leur formation de base, les jeunes enseignants seraient soumis à une période probatoire (avec traitement complet, mais seulement emploi du temps réduit) au cours de laquelle l'expérience acquise serait appréciée et analysée au moyen de discussions.

5. Formation continue

Chacune des étapes de la formation des enseignants devraient être vues comme un élément d'un continuum.

(a) Contenu de la formation continue

La formation continue des enseignants doit impliquer:

(i) la mise à jour des connaissances;

(ii) la spécialisation (acquisition de connaissances supplémentaires, par exemple qualification pour enseigner à un niveau supérieur, qualification pour l'orientation, direction d'un établissement d'enseignement);

(iii) l'innovation (en matière de programme, méthodes, technologies, etc.);

(iv) l'analyse des problèmes actuels.

(b) Responsabilités

La formation continue des enseignants devrait être une entreprise commune menée sous la responsabilité solidaire des établissements d'enseignement supérieur des autorités compétentes en matière d'enseignement et des enseignants eux-mêmes.

(c) Coordination en matière de formation continue

La coordination des moyens et des activités en matière de formation continue doit incomber à chacun des organes qui la donnent ou à une institution nouvelle créée à cet effet. On devrait recourir à la technologie éducative et aux cours par correspondance.